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ABSTRACT

In spring 1999 the Consortium on Chicago School Research conducted surveys of students in grades 6, 7, 8, 9, and 10 and all teachers and principals in the Chicago Public Schools. In all, 54,660 elementary school students, 18,187 high school students, 7,905 elementary school teachers, 2,009 high school teachers, and 315 principals completed the surveys. The results have been used to provide individual school reports. The purpose of this manual is to provide some basic background into the development, distribution, and collection of the surveys, and more detailed information about the creation of the constructs and other variables reported in the individual school reports. The public use data set contains student and teacher data and school-level aggregates. Any information that could be used to identify individual students or teachers has been removed. The manual contains discussions of developing the surveys and data collection procedures. Reports based on the data are described, and both teacher measures and student measures are outlined. An appendix, not included in the Web version of the manual, contains the coded surveys. (SLD)

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Improving Chicago's Schools: The Teacher's Turn, 1999
Improving Chicago's Schools: The Student's Speak, 1999
A Survey of Students and Teachers in the Chicago Public Schools

Public Use Data Set
User's Manual
June 2000

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The Consortium on Chicago School Research
1313 E. 60th Street
Chicago, IL 60637
(773) 702-3364
www.consortium-chicago.org

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CNST Knowledge of Students' Culture 33
COLG Peer Collaboration 34
COLR Collective Responsibility 35
INFL Teacher Influence 36
INNV Innovation 38
INST Instruction Leadership 39
NIDE Access to New Ideas 41
OUTR Teacher Outreach to Parents 42
PART Parent Involvement in School 44
PBSV Joint Problem Solving 45
PGMC Program Coherence 46
PRIN Inclusive Leadership 47
QPRD Quality Professional Development 48
REFD Reflective Dialogue 50
SCMT School Commitment 52

SLRN Focus on Student Learning 53
SPCH Support for Change 54
TRPR Teacher-Principal Trust 56
TRTE Teacher-Teacher Trust 58
UNPD Uncoordinated Professional Development 59
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Student Measures 65
ACAD Press Toward Academic Achievement 65
ACNO Peer Support for Academic Work 67
COMP Social Competence 69
CONS Social Conscience 70
DISO Incidence of Disciplinary Action 71
ENGG Academic Engagement 72
HUMR Human and Social Resources in the Community 74
LIKE Liking School 76
PARS Parent Support for Student Learning 77
PEER Classroom Behavior 79
PERC Classroom Personalism 81
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High School Student Survey

CODED SURVEYS NOT INCLUDED IN WEB VERSION OF MANUAL. TO OBTAIN CODED SURVEYS, PLEASE CONTACT THE CONSORTIUM AT SURVEY@CONSORTIUM-CHICAGO.ORG.

Introduction

In the spring of 1999, the Consortium on Chicago School Research conducted surveys of sixth-, seventh-, eighth-, ninth-, and tenth-grade students and all teachers and principals in the Chicago Public Schools. Seventy-six percent of elementary schools and 71 percent of high schools participated. In total, 54,660 elementary school students, 18,187 high school students, 7,905 elementary school teachers, 2,009 high school teachers, and 315 principals in 378 elementary schools and 65 high schools completed the survey. To date, the results of these surveys have been used to produce individual school reports for most of the schools that participated in the survey (*Improving Chicago's Schools: Harding School* is an example of these reports).

The purpose of this manual is to provide some basic background into the development, distribution, and collection of the surveys, as well as more detailed information about the creation of the constructs and other variables reported in the individual school reports.

The Public Use Data Set

The public use data set contains student and teacher data, as well as school-level aggregates. To ensure the confidentiality of the respondents, any information that could be used to identify individual teachers or students has been removed. This means unit number in the public data set have been replaced by random school identification numbers, and student identification numbers have been scrambled (teachers were never individually identified). The school identification

numbers used here are consistent with those used in the public use data sets from other surveys that the Consortium has conducted.

The public data set currently consists of measures created for the individual school reports and some school-level demographic data the Consortium traditionally uses in its reporting. As more reports are produced, the data set will be updated to include any new measures or variables created.

Purpose of 1999 Student and Teacher Surveys

The *Improving Chicago Schools* surveys are essentially a continuation of the *Charting Reform* survey series the Consortium has been conducting since 1991. The revised name signals a change in focus away from governance reform and toward school development and improvement. While the major focus has changed from prior surveys, many previously used constructs were included in the *Improving Chicago's Schools* surveys, allowing for comparisons across the years.

The *Improving Chicago's Schools* surveys were conducted with several purposes in mind. Primary among them was to investigate key elements of school organization, parent involvement, and the relationship between community resources and student learning. Specifically, questions were asked concerning the organizational structure of schools, human resources in schools, instructional quality, social support for learning, parent involvement and community resources, and student experiences with and attitudes toward schooling.

Also key was the desire to provide individual schools with useful information about themselves to help in their planning and self-analysis, and to guide their improvement efforts. Schools with more than 50 percent of their students or 42 percent of their teachers responding to the survey received a report that summarized their results, and compared them to citywide data. The reports were designed to correspond directly with the Five Essential Supports for Student Learning that are referenced in the SIPAAA. These reports are explained in greater detail later in this manual.

Chicago Annenberg Research Project. While many of these topics represent themes the Consortium has been studying for some time, some have their origin in the Consortium's Chicago Annenberg Research Project. The project is a four-year program to document and study the activities of the Chicago Annenberg Challenge. In 1993, Ambassador Walter Annenberg announced a challenge grant to support school reform in the nation's largest cities. The Chicago Annenberg Challenge was organized to manage and distribute the funds from a five-year grant from the National Annenberg Challenge to Chicago public schools.

The mission of the Chicago Challenge is to improve student achievement by supporting intensive efforts to reconnect schools to their communities, restructure education, and to improve teaching and learning. The Chicago Challenge funds school networks and partnerships that seek to create successful, community-based schools that address three critical education issues: school and teacher isolation, school size, and time for learning. Items were included in the survey to help address these issues. In addition, the sampling design was set so as to garner participation among a reasonable percentage of schools not receiving Annenberg funding to insure suitable comparisons.

Background of the Consortium on Chicago School Research

The Consortium on Chicago School Research was initiated in 1990 as an independent federation of Chicago area organizations united to undertake research activities designed to advance school improvement in Chicago's public schools and to assess the progress of school reform. The Consortium aims to encourage: broad access to the research agenda-setting process; collection and reporting of systematic information on the condition of education in the Chicago Public Schools; high standards of quality in research design, data collection, and analysis; and wide dissemination and discussion of research findings.

The Consortium views research not just as a technical operation of gathering data and publishing reports, but as a form of community education. It does not argue a particular policy position. Rather, it believes that good policy results from a genuine competition of ideas informed by the best evidence that can be obtained The Consortium works to produce such evidence and helps ensure that the competition of ideas remains vital.

Developing the Survey Instrument

Survey Development

Like previous Consortium surveys, these were developed through an extensive stakeholder consultation and review process. John Easton, Anthony Bryk, Melissa Roderick, Mark Smylie, Chris Kelly, and Sara Hallman led the survey development. This group collected survey items from across the country. They met with groups of teachers (through the Chicago Teachers Union), principals (through the Chicago Principals and Administrators Association), and central office staff to discuss the content and logistics of the surveys. High school students from Chicago public schools reviewed the student surveys. Researchers also met with members of the Annenberg evaluation committee and other Annenberg study researchers.

Consistent with Consortium procedures, two of the Consortium's standing committees also provided advice: the Steering Committee (comprised of faculty from local universities, research staff from Chicago Teachers Union, researchers in education advocacy groups, and staff from the North Central Regional Educational Laboratory and the Illinois State Board of Education) and the Constituent Advisory Board (comprised of teachers, principals, parents, civic and political leaders). Many survey questions were drawn from previous Consortium surveys, especially the 1997 *Improving Chicago's Schools* student and teacher surveys, which also adhered to a comprehensive stakeholder process.

Survey development lasted from the summer to the late fall. Two student surveys, two teacher surveys, and one principal survey were developed. Separate student surveys were developed for elementary and high school students. The high school survey had longer content

and included questions that would not be relevant for elementary school students. Separate surveys were created for elementary and high school teachers as well.

Content of the Surveys

Student Surveys. While the content between the elementary and high school surveys did differ somewhat, all students were asked about their academic experiences, including classroom activities, homework, and the behavior of other students. In addition to their academic experiences, students were also asked about issues of safety and discipline, their motivation and expectations for learning, the peer culture of the school, the community and their involvement in it, the degree to which their parents were involved in their education, supports for new students or students after absences, the summer school they attended in 1998, and their educational plans and aspirations. Background questions, such as whether English is the language spoken in the home, whether they were born in the United States, and questions about their parents' education were asked to allow researchers to examine differences among various groups of students.

Many of the items used in the 1999 survey came from the Consortium's 1997 *Improving Chicago's Schools* surveys and the 1994 *Charting Reform* surveys. In addition, some were pulled from other surveys, such as the National Educational Longitudinal Study of 1988 and the First Follow-Up of 1990. Some items were also created specifically for these surveys.

Teacher Surveys. Teachers answered questions about leadership in their school, their use of community resources, parent involvement in their student and the school, students' capability to learn, the professional community in their schools, their professional development activities, and

their relationships with the principal and parents. They also answered questions about their general instructional approach as well as questions about the content of their math or English class.

As with the student survey, items came largely from the Consortium's 1997 *Improving Chicago's Schools* surveys; however, many items were created specifically for these surveys as well.

Principal Survey. Principals were asked to answer questions on the following topics about their school: leadership and changes in the last two years, social trust and respect, opportunities for professional development, and relations with the Central Office. In addition, principals were asked to identify the tasks they perform on a weekly basis; principals in schools on probation were asked to answer a set of questions on the effect probation had on their school and also the probation team they worked with; and finally, principals in schools receiving Annenberg support were asked to answer additional questions about their Annenberg network and its activities.

The Analytic Samples

The Consortium began the survey process with a population of 498 elementary schools and 91 high schools. Elementary schools were defined as schools with a Local School Council. Branch schools (a second building associated with a school) were counted with the main school. Because there were a number of new "small schools" in the system, only those with their own unit number were considered individually. High schools considered were regular, diploma-granting schools.

The Consortium invited all schools to participate in the survey, yet it also selected a smaller sample of schools that it uses as the basis for its public reporting. The sample must be randomly selected so as to be generalizable to the population of Chicago schools, students, and teachers. It also needs to be large enough to achieve small standard errors, yet at the same time small enough that the Consortium survey administration team could maintain personal contact with the schools during the data collection period.

The sample used for the 1997 surveys was maintained in 1999 for comparative purposes. To generate this analytic sample in 1997, the Consortium attempted to employ the same procedure used to create the elementary and high school samples they used in their 1991 and 1994 surveys. To represent all areas of the city and all economic groups, a serpentine sample with double implicit stratification (stratification on two factors at the same time) on geographic region and economic level was used. Unlike an explicitly stratified random sample this technique did not formally sample from specific groups but still insured that the sample reflected all community areas and income levels. An attempt was made to duplicate this process in

developing the 1997 analytic samples; however, an error in data processing (explained shortly) resulted in a slight modification of this design for the elementary school sample.

Beginning at the northwest corner of a map of Chicago's 77 community areas, a line was drawn horizontally, going east through each community area. At the edge of the last community, the line dropped south to the next row of community areas and continued west to the edge of the Chicago city limits; then the line dropped south again. Using this serpentine procedure, a line was drawn through all of Chicago's community areas, and a list of the communities was compiled in the order of the zigzag line. In the previous design, schools were rank-ordered by percent of low-income students within each community area. The order of the schools alternated in adjacent communities—the first community had schools ranked in ascending order, the second community in descending order, then ascending order for the third, and so on. This process produced a complete list of elementary schools in the Chicago Public Schools, ordered by geographic area and by percent low-income within each area.

The same procedure was followed in the 1997 design; however, a problem arose with the elementary sample. Elementary schools were mistakenly linked with an incorrect percent low-income. The same procedure of ranking the schools within community area on percent low-income was followed, but using erroneous low-income data. The result was a list grouped by community area, but sorted on what was essentially a random factor. Because the list of schools would still generate a sample of random schools, the list was kept. From this list, every sixth school was chosen to be included in the analytic sample, totaling 80 elementary schools.

The high school sample was drawn from a list of regular diploma-granting schools. The list was compiled using the same serpentine process as the elementary sample, only this time

selecting every other school on the list. The result was a sample size of 30 high schools. The problem with the percent low-income figure did not occur here, so this sample was stratified by both geographic region and economic level.

Survey Distribution and Data Collection

Advance Publicity and Survey Distribution

To help insure high levels of participation, the Consortium conducted an advance publicity campaign to inform principals of the survey. And with roughly 179,000 survey booklets to distribute, clear plans for survey distribution were needed. This section outlines the Consortium's procedures for both advance publicity and data collection.

The 1999 surveys were administered in April—a change from previous survey administrations, which took place during January or February. It is recommended that future survey administrations return to these winter months to avoid taking place in the same month as standardized test administration. The participation rates in the 1999 surveys were reduced due to many schools' focus on standardized test administration.

The first letter sent to schools was an endorsement letter to principals telling them about the surveys and encouraging their participation. Paul Vallas, Chief Executive Officer of the Chicago Public Schools, signed this letter, which was distributed in the first week of March. This mailing and all future mailings were distributed via the CPS mail run. A second letter, signed by Christopher Kelly on behalf of the Consortium, was distributed during the third week of March. This letter explained the details of the survey and contained a fact sheet about the survey as well as a fax response sheet requesting the name of the school's testing director and the number of Spanish-language surveys the school would need. (Testing directors were needed to receive the survey materials, arrange survey administration sessions, provide instructions to teachers for administering the student survey, follow up with non-responding teachers, and send completed questionnaires back to the central office. The Consortium decided to ask for the

assistance of the testing director because this person normally handles very similar procedures with the school's testing materials.)

The third mailing went directly to the testing directors. This mailing had several components: a letter detailing the dates for survey administration, an explanation of the parent permission forms (described below), and suggestions for the best way to administer the student and teacher surveys; an overview of the testing coordinator's tasks; flyers providing information on the teacher survey; and parent permission forms for the students in their school. These packages were sent to schools on March 24. If no testing director had been named, the package was addressed to the principal. In addition, a round of phone calls was placed during the previous week to schools that did not respond to the second mailing. These phone calls were critical, as a majority of schools did not respond to that mailing.

The next mailing to the testing director consisted of the surveys themselves. The Consortium established a "mailing center" at the Chicago Public Schools facility at 1819 W. Pershing Road. The key criteria for siting this "mailing center" at that location included the need for space to accommodate the 30 pallets of surveys, proximity to the CPS scanners, easy access to an elevator, and easy access to the CPS mail run. Included in the mailing of the surveys were instructions to the testing director, instructions to teachers on administering the survey, return mailing labels, envelopes, English-language surveys, Spanish-language (if requested), teacher surveys, parent permission forms, and the principal survey. The surveys were sent during the week of April 5, with survey administration set to begin April 12. An additional document that could be included in this mailing in future survey administrations is a one-page flyer stressing

the importance of correct "bubbling" of answers. The incorrect "bubbling" of answers results in a great expense of time and salary charges in re-entering responses.

The student surveys had the student's name, ID number, homeroom teacher, and room number pre-printed on the survey. The Consortium used this information to link students' survey responses with their administrative record, in order to obtain such basic information as age, race, gender, and bilingual status. In the past, the Consortium obtained labels with this information from the CPS to affix to the surveys; by pre-printing the students' names on the booklets, the Consortium hoped to make the survey process easier for the schools. However, one improvement that should be made for future survey administrations is the addition of each student's school unit number to the bar code information that is pre-printed on the surveys and currently contains only the student ID number.

Data Confidentiality Agreement

In order to get the most honest and open responses possible, all participants in the survey were provided with guarantees of confidentiality. Because students participating in the study were under 18 years of age, this was accomplished through a parent permission form. The passive permission form allowed parents to prevent their child from taking the survey by returning the form; otherwise, permission was implied.

Data Collection Procedures

Completed surveys were sent to the CPS Central Office, where Consortium staff transformed the "mailing center" into the "survey collection center." As it often took more than one session to

reach all teachers and students in a school, testing directors were instructed to return completed surveys as soon as possible following the first administration and to send additional surveys as they were completed. Once surveys made their way to the collection center, Consortium staff verified the number and type of surveys each school returned. In addition, Consortium staff reviewed every survey to verify that they had been "bubbled" in correctly, indicated the unit number, and recorded the hand-written responses to the few questions that had open response options. This step is necessary both to ensure that open responses are recorded and that the "bubbling" of all other questions is sufficient for the scanners to identify responses accurately. However, this step is extremely time-consuming and costly in terms of labor charges. This year the Consortium hired temporary workers to conduct this operation and it resulted in a greater than anticipated staffing charge. As noted previously, the time involved in completing this task could be partially reduced by ensuring that the bar code information that is pre-printed on the surveys also includes the student's school unit number along with the student ID number. Also, the necessity of the open-ended questions that generate hand-written responses should be reviewed, if possible. If these questions were eliminated, the time and cost of the survey collection and processing step would be dramatically reduced.

To monitor the progress of returns a survey management database was created. Data was entered at each step of the process to indicate a school's participation, from the agreement to participate in the survey on through to the scanning of the surveys. As schools passed through these steps, Consortium staff updated the survey database. The database contained many important pieces of information for each school, such as address; principal name; mail run number; testing coordinator name and phone number; number of students in grades six, seven,

eight, nine, and ten as well as the number of teachers; and number of returned surveys. Consortium staff updated the database regularly and used it to assist in their communications with schools. Throughout the survey administration dates and in the weeks that followed, Consortium staff placed telephone calls to schools that had agreed to participate but had not forwarded their surveys. These calls were scripted and designed to encourage participation and determine each school's status with anticipated date of completed survey arrival at the survey collection center. Upon receipt of completed surveys, CPS staff scanned the student and teacher surveys, while the principal surveys were hand entered into a database.

Response Rates

Of the 498 elementary schools in the system, 378 (or 76 percent) participated in either the student or teacher survey or both. Sixty-five of the 91 high schools (71 percent) participated.

As the data from the analytic sample schools forms the basis for much of the analyses coming from these surveys, it is important to consider the response rate for students and teachers within the sample schools:

Sixth, seventh, and eighth grade students	79 percent
Ninth and tenth grade students	77 percent
Elementary school teachers	52 percent
High school teachers	44 percent

Forty-three of 91 high school principals (or 47 percent) and 263 of 498 elementary school principals (53 percent) participated in the principal survey, with an additional 14 principals declining to identify their schools. The response rates were slightly lower among the sample schools: 42 percent of high school principals (14 of 33) and 49 percent of elementary school principals (39 of 80) in sample schools participated. Measure construction began after work on the individual school reports (which contain only student and teacher data) was completed.

Comparison of the Population of Schools and the Volunteer Sample

To insure that schools in the analytic sample are representative of Chicago public schools more generally, a series of analyses were undertaken. In these analyses, schools in the analytic sample were compared to all schools in the CPS, as well as to schools that participated in the survey but were not part of the analytic sample (called the volunteer sample). Schools were compared on three characteristics: Percent of low income students in the school, percent at or above national norms on the 1999 ITBS, and racial composition of students in the school.

Elementary and high schools were looked at separately on these three items, as well as schools who participated in the teacher survey versus those who participated in the student survey. This last comparison is important because there were several schools that, for one reason or another, participated in one survey but not the other, resulting in two different populations of schools for the two different surveys.

Virtually no differences were found among the various groups of various items. Therefore, we are confident that the analytic and volunteer samples are demographically representative of the Chicago Public Schools.

Elementary Schools: Teacher Surveys

Percent of Low-Income Students in Schools

Comparison Group	<35%	35-90%	>90%	N
All Schools	4	38	59	491
Sample	4	36	60	381

Percent at or Above National Norms in Schools

Comparison Group	<15%	16-25%	26-35%	36-50%	>50%	N
All Schools	25	32	18	13	13	486
Sample	25	30	18	14	13	377

Student Racial Composition in Schools

Comparison Group	Integrated	Predom. African-Am	Predom. Hispanic	Predom. Minority	Racially Mixed	N
All Schools	13	49	13	14	13	498
Sample	13	46	14	15	13	385

Elementary Schools: Student Surveys

Percent of Low-Income Students in Schools

Comparison Group	<35%	35-90%	>90%	N
All Schools	4	38	59	491
Sample	4	37	58	356

Percent at or Above National Norms in Schools

Comparison Group	<15%	16-25%	26-35%	36-50%	>50%	N
All Schools	25	32	18	13	13	486
Sample	25	30	17	14	14	356

Student Racial Composition in Schools

Comparison Group	Integrated	Predom. African-Am	Predom. Hispanic	Predom. Minority	Racially Mixed	N
All Schools	13	49	13	14	13	498
Sample	13	46	13	14	13	358

High Schools: Teacher Surveys

Percent of Low-Income Students in Schools

Comparison Group	<35%	35-90%	>90%	N
All Schools	3	72	25	76
Sample	2	74	24	62

Percent at or Above National Norms in Schools

Comparison Group	<15%	16-25%	26-35%	36-50%	>50%	N
All Schools	55	17	7	7	15	76
Sample	53	15	8	8	16	62

Student Racial Composition in Schools

Comparison Group	Integrated	Predom. African-Am	Predom. Hispanic	Predom Minority	Racially Mixed	N
All Schools	8	42	7	24	18	76
Sample	8	42	3	27	19	62

High Schools: Student Surveys

Percent of Low-Income Students in Schools

Comparison Group	<35%	35-90%	>90%	N
All Schools	3	72	25	76
Sample	2	79	19	58

Percent at or Above National Norms in Schools

Comparison Group	<15%	16-25%	26-35%	36-50%	>50%	N
All Schools	55	17	7	7	15	76
Sample	52	16	9	9	16	58

Student Racial Composition in Schools

Comparison Group	Integrated	Predom. African-Am	Predom. Hispanic	Predom Minority	Racially Mixed	N
All Schools	8	42	7	24	18	76
Sample	9	40	4	28	21	58

Reports Based on 1999 Surveys

Individual School Reports

Individual school reports were developed for each school with a response rate above 50 percent for students and 42 percent for teachers and were distributed to schools in early January 2000. (The cutoff criterion for teachers was reduced from 50 percent to 42 percent because of inconsistencies in the base number used to determine the response rate for teachers.) These reports follow the same format as the SIPAAA and included data on the Five Essential Supports in the SIPAAA: school leadership, parent and community partnerships, student-centered learning climate, professional development and collaboration, and quality instructional program. In addition, a section on student outcomes was also included.

The school reports were organized into two parts. The first part consists of summary profiles describing three-year trends in survey responses. These figures compare each school to similar schools as well as to the system as a whole. The second part contains details of students' and teachers' responses. These figures reveal differences among teachers or students within a school regarding their views of their school.

Measures and Other Variables Included in the Public Data Set

Many composite variables were created for the individual school reports. In the public data set, we included the measures used in these reports, as well as some other school-level variables the Consortium routinely uses in its reports. Following is an explanation of these variables, as well as a primer on Rasch analysis, which is the procedure the Consortium uses to create its measures.

A Primer on Rasch Analysis

The Rasch model is a member of the family of item response latent trait models. Using a set of carefully selected survey items, it produces an interval scale that determines *item difficulties* and *person measures*. The items are arranged on the scale according to how likely they are to be endorsed (*item difficulty*). The scale is then used to show *person measure*, a quantitative measure of a person's attitude on a unidimensional scale. In other words, the items are used to define the measure's scale, and people are then placed on this scale based on their responses to the items in the measure. The scale units are logits (log odds units), which are linear and therefore suitable for use in simple statistical procedures.

Measures contain several related items (usually between four and eight). To create these item clusters, Consortium analysts selected items that appeared to belong together conceptually. Determinations as to which items to keep in the final measure were based on conceptual coherence as well as the statistical fit of the group of items. Unless there were strong conceptual reasons, Consortium analysts eliminated items with high misfit statistics from a cluster (explained below).

Each person and item is assigned a measure score that represents where they fall on the scale. In addition, each person and item has a true standard error (the precision of the measure) and a fit statistic (the statistical coherence of the measure). The fit statistics are calculated by taking the mean squared deviations of the difference between the expected values and the observed values. The fit statistics have an expected value of 1.0; items with fit statistics substantially greater than 1.0 may belong to a construct different from the one underlying other items in the cluster and should not be included in the cluster.

The school-level means included in this data set are aggregates of individual responses that have been weighted by the inverse of the standard error. Therefore, individual responses that are less reliable or have missing data receive less weight, and more reliable responses receive greater weight in creating a school average of the measure.

In past public reporting, the Consortium has often converted the logit scale to a ten-point scale for ease in interpreting the results. While the scale scores reported here are still on the logit scale, the formula to calculate the ten-point scale is included here:

$$measure‡ = \frac{[10 * (measure - minimum)]}{[maximum - minimum]}$$

where *measure‡* is the item's new score on the ten-point scale, *measure* is the item's original scale score, *minimum* is the lowest scale score of any item in the measure, and *maximum* is the highest scale score of any item in the measure. For example, to recompute the item difficulty for item *mth68q13* in ACAD (Press Toward Academic Achievement) to be on a ten-point scale:

$$ACAD^{*} = \frac{[10 * (.81-(-.72))]}{[.92-(-.72)]}$$

where $ACAD^{*} = 9.3$.

The Consortium used the Bigsteps computer program produced by MESA Press at the University of Chicago to develop these measures. For more information on Rasch analysis, see Benjamin D. Wright and Geoffrey N. Masters, *Rating Scale Analysis: Rasch Measurement* (Chicago: MESA Press, 1982).

Creating Categories for the Rasch Measures

In order to help summarize the results on each of the measures, we classified the possible range of each logit scale into three or four categories. These categories usually ranged from most often or most positive to least often or least positive. For example, the categories for Teacher-Parent Trust are very strong trust, strong trust, minimal trust, and no trust. The process used to develop these categories follows.

Table 2.2 of the Bigsteps output, which shows the expected responses to each item by person measure, was used in this process. The transition point between the top and second from the top response for the most difficult to endorse item was chosen as the cutpoint between the top and second measure category. For example, for a measure that has a four-point *strongly agree* to *strongly disagree* scale, the definition for the top measure category is that "all people strongly agree with all items." However, if the most positive responses are actually the top two response categories, such as *nearly all* and *most*, then these two were treated as the same response

category. The transition point between *most* and the next response category, *about half*, was used as the cutpoint between the top and second from the top measure categories.

A similar procedure as that used to determine the top category was used to determine the bottom category. The transition point between the bottom and second from the bottom response categories (e.g., *never* and *sometimes*), for the easiest to endorse item is the cutpoint between the bottom and second from the bottom measure categories.

Dividing the middle range into two measure categories was a more difficult task. If there was enough variability it was divided into two measure categories, making four measure categories all together. Otherwise, the middle range was left as a single measure category, leaving three measure categories. The goal was to create measure categories that were as homogenous as possible with respect to expected responses. In some cases, the items were grouped thematically or conceptually; then, attention was paid to keeping the thematic or conceptual groups homogenous with respect to their response category.

There were some cases where the most difficult to endorse item was answered very differently from the remaining items. If the remaining items were answered in a similar fashion, we used the middle item in the item set and its transition points to determine most of the cutpoints. For example, we used the middle item to determine the cutpoint between the top and second from the top measure categories and between the second and third from the top measure categories.

Efforts were made to maintain continuity in category meaning between 1994, 1997, and 1999 measures.

Rasch Measures Included in the Public Data Set

Following is a list of each measure and its component items that are referenced in the reports. Within each display, the items are arranged in order from those which were the most difficult to agree with at the top, to those which were easiest to agree with at the bottom. The text of the item is preceded by the variable name for the item, which consists of an alphabetic abbreviation of the section of the questionnaire followed by the actual item number and its sequence in that item. In addition, we show the measure name, reliability, and a description of the measure's meaning. Rasch item difficulty and fit statistics are also given for each item.

Items marked with an "R" were reversed for the Rasch scoring process, so that a *strongly agree* became a *strongly disagree* and *agree* became *disagree*. Negatively worded items were included in the survey to provide a reasonable distribution of positively and negatively worded items and to break up positive "response sets."

Teacher Measures

CMTY Use of Community Resources

Separation: 1.45
Reliability: 0.68

Use of Community Resources measures the extent to which teachers use the local community as a resource in their teaching and in their efforts to understand their students better. Teachers reported how often they brought in guest speakers from the community, consulted with community members to understand their students better, and used examples from the community in their teaching. A high score means greater use of these community resources and more effort on the part of teachers to understand their students' surroundings.

Item	***Item Text***	***Difficulty***	***Fit***
inv15q01	This school year, how often have you: Brought in a guest speaker from the school's community? Never, Once, Twice, 3-4 Times, 5-9 Times, 10 or More Times	0.78	0.98
inv15q03	This school year, how often have you: Taken students on a field trip to someplace in the school's community? Never, Once, Twice, 3-4 Times, 5-9 Times, 10 or More Times	0.72	1.14
inv15q04	This school year, how often have you: Collected materials to use in your classroom from businesses or other organizations in the school's community? Never, Once, Twice, 3-4 Times, 5-9 Times, 10 or More Times	0.10	0.74
inv15q05	This school year, how often have you: Consulted with members of the community to better understand your students? Never, Once, Twice, 3-4 Times, 5-9 Times, 10 or More Times	-0.02	1.02
inv15q06	This school year, how often have you: Told students about specific community agencies that can help address their problems? Never, Once, Twice, 3-4 Times, 5-9 Times, 10 or More Times	-0.63	0.81
inv15q02	This school year, how often have you: Used examples of people and/or events from the school's community to illustrate ideas to students? Never, Once, Twice, 3-4 Times, 5-9 Times, 10 or More Times	-0.97	0.93

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CMTY Use of Community Resources, continued

Category Descriptions

Teachers in this school reported that in the last school year:

No use	They used people/events from the community as an example and told students about community agencies once or twice; they never consulted with community members to understand students better, collected materials from the business community for class, took students on a field trip or brought in guest speakers from the community.
Occasional	They used people/events from the community as an example and told students about community agencies once to 4 times; they consulted with community members to understand students better and collected materials from community businesses for class once or twice; they took students on a field trip or brought in guest speakers from the school community once or twice or never.
Frequent	They used people/events from the community as an example and told students about community agencies 5 to 9 times; they consulted with community members to understand students better and collected materials from community businesses for class 3 to 4 times; they took students on a field trip or brought in guest speakers from the school's community once or twice.
Extensive	They used people/events from the community as an example and told students about community agencies more than 10 times; they consulted with community members to understand students better and collected materials from community businesses for class more than 5 times; they took students on a field trip or brought in guest speakers from the school's community more than 3 or 4 times.

CNCM Ties to Community

Separation: 1.39
Reliability: 0.66

Ties to Community examines the extent to which teachers interact with the school's community. Teachers reported, for example, how often they visited the homes of students, attended religious or recreational events where students attend, or shopped in the community. A high score means teachers are more involved with the school's community and therefore more able to play an extended role in students' lives.

Item	***Item Text***	***Difficulty***	***Fit***
inv16q04	About how often do you: Visit the homes of students who attend your school? Never, Less than Once a Month, 2 or 3 Times a Month, Once or Twice a Week, Almost Daily	1.55	1.39
inv16q03	About how often do you: Attend religious services or events where your students also attend? Never, Less than Once a Month, 2 or 3 Times a Month, Once or Twice a Week, Almost Daily	1.24	0.99
inv16q02	About how often do you: Attend civic, cultural, or recreational events in the community in which your school is located? Never, Less than Once a Month, 2 or 3 Times a Month, Once or Twice a Week, Almost Daily	0.23	0.58
inv16q01	About how often do you: Shop in the community in which your school is located? Never, Less than Once a Month, 2 or 3 Times a Month, Once or Twice a Week, Almost Daily	-1.00	0.75
tbk36q01	Do you have friends who live in the community in which your school is located? Yes, No	-2.03	1.00

Category Descriptions

	Teachers in this school reported that:
Weak	Some teachers have friends who live in the community; they shop in the school community less than once a month; they never attend recreational activities in the school community or religious services where students attend, or visit the homes of students.
Slight	They have friends who live in the school community; they shop in the school community once or twice a month; they attend recreational activities in the school community 2 or 3 times a month; they attend religious services where students attend and visit the homes of students less than once a month.
Strong	They have friends who live in the community; they shop in the school community fewer than 2 or 3 times a month; they attend recreational activities in the school community less than once a month; they never attend religious services where students attend or visit the homes of students.
Very strong	They have friends who live in the school community; they shop in the school community almost daily attend recreational activities in the school community at least once or twice a week; they attend religious services where students attend and visit the homes of students at least 2 or 3 times a month.

CNST Knowledge of Students' Culture

Separation: 1.53
Reliability: 0.70

Knowledge of Students' Culture measures teachers' efforts to better understand their students. Teachers were asked how many teachers in their school talk with students about their lives at home and cultures, and how many teachers are knowledgeable about issues and concerns in the school's community. Schools with a high score have many teachers who are committed to learning more about their students' and the school's community.

Item	***Item Text***	***Difficulty***	***Fit***
inv14q04	How many teachers at this school: Read books, watch documentaries, or attend workshops that provide information about the cultural backgrounds of their students? None, Some, About Half, Most, Nearly All	0.25	1.03
inv14q02	How many teachers at this school: Talk with students about their lives at home? None, Some, About Half, Most, Nearly All	0.00	0.83
inv14q03	How many teachers at this school: Talk with students about their cultures? None, Some, About Half, Most, Nearly All	-0.15	0.66
inv14q01	How many teachers at this school: Are knowledgeable of issues and concerns in the school's community. None, Some, About half, Most, Nearly All	-0.34	1.00

Category Descriptions

	Teachers in this school reported that:
Minimal	None or only some of the teachers engage in these activities.
Limited	About half of the teachers know about community issues; some or about half talk with students about their homes and cultures; and some try to learn about students' cultural backgrounds.
Significant	Most teachers know community issues; about half or most talk with students about their home and culture; and about half try to learn about students' cultural backgrounds.
Extensive	Most or nearly all engage in these activities.

COLG Peer Collaboration

Separation: 1.73
Reliability: 0.75

Peer Collaboration reflects the extent of a cooperative work ethic among staff. Teachers were asked about the quality of relations among the faculty, whether school staff coordinate teaching and learning across grades, and whether they share efforts to design new instructional programs. Schools where teachers move beyond just cordial relations to actively working together score high on this scale, and can develop deeper understandings of students, each other, and their profession.

Item	***Item Text***	***Difficulty***	***Fit***
ldr07q12	94 Please mark the extent to which you disagree or agree with each of the following: Teachers design instructional programs together. Strongly Disagree, Disagree, Agree, Strongly Agree	0.90	0.85
ldr07q13	94 Please mark the extent to which you disagree or agree with each of the following: Teachers at this school make a conscious effort to coordinate their teaching with instruction at other grade levels. Strongly Disagree, Disagree, Agree, Strongly Agree	0.81	0.99
ldr07q11	94 Please mark the extent to which you disagree or agree with each of the following: The principal, teachers, and staff collaborate to make this school run effectively. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.23	1.15
ldr07q09	94 Please mark the extent to which you disagree or agree with each of the following: Most teachers in this school are cordial. Strongly Disagree, Disagree, Agree, Strongly Agree	-1.48	1.44

Category Descriptions

	Teachers in this school:
None	Disagree that other teachers are cordial; they disagree or strongly disagree that collaborative efforts make the school run well, and that teachers coordinate instruction across grades and design instructional programs together.
Limited	Agree that other teachers are cordial; some teachers agree and some disagree about whether collaborative efforts make the school run well; all teachers disagree that teachers in their school coordinate instruction across grades and design instructional programs together.
Significant	Agree or strongly agree that other teachers are cordial; they agree that collaborative efforts make their school run well, teachers coordinate instruction across grades, and teachers design instructional programs together.
Extensive	Strongly agree that other teachers are cordial; they agree or strongly agree that collaborative efforts make their school run well, teachers coordinate instruction across grades, and teachers design instructional programs together.

COLR Collective Responsibility

Separation: 3.40
Reliability: 0.92

Collective Responsibility focuses on the extent of a shared commitment among the faculty to improve the school so that all students learn. Teachers were asked how many colleagues feel responsible for students' academic and social development, set high standards of professional practice, and take responsibility for school improvement. A high score means a strong sense of shared responsibility among the faculty who help each other reach high standards.

Item		***Item Text***	***Difficulty***	***Fit***
scm04q10		How many teachers in this school: Feel responsible when students in this school fail? None, Some, About Half, Most, Nearly All	1.53	2.10
scm04q08	94	How many teachers in this school: Feel responsible to help each other do their best? None, Some, About Half, Most, Nearly All	0.83	1.18
scm04q01	94	How many teachers in this school: Help maintain discipline in the entire school, not just their classroom? None, Some, About Half, Most, Nearly All	0.73	1.95
scm04q02	94	How many teachers in this school: Take responsibility for improving the school? None, Some, About Half, Most, Nearly All	0.67	1.16
scm04q07	94	How many teachers in this school: Feel responsible for helping students develop self control? None, Some, About Half, Most, Nearly All	-0.25	1.07
scm04q03	94	How many teachers in this school: Set high standards for themselves? None, Some, About Half, Most, Nearly All	-0.31	1.19
scm04q09	94	How many teachers in this school: Feel responsible that all students learn? None, Some, About Half, Most, Nearly All	-0.86	1.23

Category Descriptions

	Teachers in this school reported that:
Very limited	None or about half of the teachers feel responsible that all students learn; some or none set high standards for themselves, help students with their self-control, take responsibility for school improvement, help discipline all students, help each other, and feel responsible when students fail.
Limited	About half of the teachers feel responsible that all students learn, set high standards for themselves, and help students with their self-control; some or about half take responsibility for school improvement, help discipline all students, and help each other; some feel responsible when students fail.
Fairly high	Most teachers feel responsible that all students learn, set high standards for themselves, and help students with their self-control; about half or most take responsibility for school improvement, help discipline all students, help each other, and feel responsible when students fail.
Strong	Most or nearly all embrace the items on this scale.

INFL Teacher Influence

Separation: 2.34
Reliability: 0.85

Teacher Influence measures the extent of teachers' involvement in school decision making. Teachers registered how much influence they have over such matters as selecting instructional materials, setting school policy, planning in-service programs, spending discretionary funds, and hiring professional staff. A high score indicates influence both over classroom matters and major schoolwide decisions, such as budgets and hiring new staff, implying a broad sense of ``ownership" for school decisions.

Item		***Item Text***	***Difficulty***	***Fit***
ldr08q01	94	How much influence do teachers have over school policy in each of the areas below? Hiring new professional personnel. None, A Little, Some, A Great Deal	1.76	1.12
ldr08q04	94	How much influence do teachers have over school policy in each of the areas below? Hiring a new principal None, A Little, Some, A Great Deal	0.93	1.21
ldr08q02	94	How much influence do teachers have over school policy in each of the areas below? Planning how discretionary school funds should be used. None, A Little, Some, A Great Deal	0.78	0.83
ldr08q06	94	How much influence do teachers have over school policy in each of the areas below? Determining the content of inservice programs. None, A Little, Some, A Great Deal	0.10	0.81
scm01q01	94	Please mark the extent to which you disagree or agree with each of the following: Teachers are involved in making the important decisions in this school. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.22	0.81
ldr08q07	94	How much influence do teachers have over school policy in each of the areas below? Setting standards for student behavior. None, A Little, Some, A Great Deal	-0.43	0.99
scm01q02	94	Please mark the extent to which you disagree or agree with each of the following: Teachers have a lot of informal opportunities to influence what happens here. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.50	0.82
ldr08q05		How much influence do teachers have over school policy in each of the areas below? Establishing the curriculum and instructional program. None, A Little, Some, A Great Deal	-0.77	0.96
ldr08q03	94	How much influence do teachers have over school policy in each of the areas below? Determining books and other instructional materials used in classrooms. None, A Little, Some, A Great Deal	-1.48	1.07

INFL Teacher Influence, continued

Category Descriptions

	Teachers reported that in this school:
Minimal	They have none or a little influence in determining instructional materials for their class and establishing curriculum programs; teachers disagree or strongly disagree that they are involved with making important decisions at the school; and teachers have no influence in determining in-services, using discretionary funds, or hiring a new principal and personnel.
Limited	They have a little or some influence in determining instructional materials for their class; they disagree that they are involved in making important decisions at the school; they have a little influence over establishing curriculum programs and determining in-services; they have none or a little influence over using discretionary funds, and hiring a new principal and personnel.
Moderate	They have some or a great deal of influence in determining instructional materials for their class; they agree that they are involved in making important decisions at the school; they have some influence over establishing curriculum programs and setting standards for student behavior; and they have a little or some influence over using discretionary funds, and hiring a new principal and personnel.
Extensive	They have a great deal of influence in determining instructional material for their classes and setting standards for student behavior; teachers strongly agree that they are involved in making important decisions at the school; and they have some or a great deal of influence in determining in-services, using discretionary funds, and hiring a new principal and personnel.

INNV Innovation

Separation: 2.82
Reliability: 0.89

Innovation indicates whether teachers are continually learning and seeking new ideas, have a ``can do" attitude, and are encouraged to change. A high score means a strong orientation to improve among the faculty, indicating their willingness to try new things for the sake of their students and to be part of an active learning organization themselves.

Item	***Item Text***	***Difficulty***	***Fit***
scm04q04	94 How many teachers in this school: Are willing to take risks to make this school better? None, Some, About Half, Most, Nearly All	0.49	1.20
scm04q05	94 How many teachers in this school: Are eager to try new ideas? None, Some, About Half, Most, Nearly All	0.31	1.06
ldr07q15	94 Please mark the extent to which you disagree or agree with each of the following: In this school, teachers have a "can do" attitude. Strongly Disagree, Disagree, Agree, Strongly Agree	0.02	1.01
ldr07q16	94 Please mark the extent to which you disagree or agree with each of the following: All teachers are encouraged to "stretch and grow." Strongly Disagree, Disagree, Agree, Strongly Agree	-0.35	1.42
ldr07q17	94 Please mark the extent to which you disagree or agree with each of the following: In this school, teachers are continually learning and seeking new ideas. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.47	0.93
scm04q11	How many teachers in this school: Are really trying to improve their teaching? None, Some, About Half, Most, Nearly All	-0.68	1.22

Category Descriptions

Teachers reported that in this school:

Minimal	None or some of the teachers really try to improve their teaching; they disagree or strongly disagree that teachers are continually learning, are encouraged to grow, and have a ``can do" attitude; and none or some of their teachers try new ideas and take risks.
Limited	About half of the teachers really try to improve their learning; some teachers agree and others disagree that teachers at their school are continually learning, are encouraged to grow, and have a ``can do" attitude; only some of the teachers in their school try new ideas and take risks.
Moderate	About half or most of the teachers really try to improve their teaching; they agree that teachers are continually learning, are encouraged to grow, and have a ``can do" attitude; and about half of the teachers try new ideas and take risks.
Extensive	Most or nearly all of the teachers school really try to improve their teaching; they agree or strongly agree that teachers are continually learning, are encouraged to grow, and have a ``can do" attitude; and most or nearly all of the teachers try new ideas and take risks.

INST Instructional Leadership

Separation: 2.53
Reliability: 0.86

Instructional Leadership assesses teachers' perceptions of their principal as an instructional leader. Teachers were asked about their principal's leadership with respect to standards for teaching and learning, communicating a clear vision for the school, and tracking academic progress. In schools with a high score, teachers view their principal as very involved in classroom instruction, thereby able to create and sustain meaningful school improvement.

Item	***Item Text***	***Difficulty***	***Fit***
ldr09q13	Please mark the extent to which you disagree or agree with each of the following: The principal at this school: Carefully tracks student academic progress. Strongly Disagree, Disagree, Agree, Strongly Agree	0.78	1.11
ldr09q05	Please mark the extent to which you disagree or agree with each of the following: The principal at this school: Understands how children learn. Strongly Disagree, Disagree, Agree, Strongly Agree	0.26	1.06
ldr09q12	Please mark the extent to which you disagree or agree with each of the following: The principal at this school: Presses teachers to implement what they have learned in professional development. Strongly Disagree, Disagree, Agree, Strongly Agree	0.25	1.30
ldr09q02	Please mark the extent to which you disagree or agree with each of the following: The principal at this school: Communicates a clear vision for out school. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.09	0.78
ldr09q06	Please mark the extent to which you disagree or agree with each of the following: The principal at this school: Sets high standards for student learning. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.26	0.72
ldr09q03	Please mark the extent to which you disagree or agree with each of the following: The principal at this school: Sets high standards for teaching. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.41	0.70
ldr09q01	Please mark the extent to which you disagree or agree with each of the following: The principal at this school: Makes clear to the staff his or her expectations for meeting instructional goals. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.53	0.87

INST Instructional Leadership, continued

Category Descriptions

	In this school:
Weak	Teachers disagree or strongly disagree with all items on the scale.
Mixed	Some teachers agree and some disagree that their principal makes teaching expectations clear, sets high standards for both teaching and student learning, and communicates a clear vision for the school; they disagree that their principal presses them to implement what they learn in professional development activities, understands how students learn, and tracks student academic progress.
Strong	Teachers agree with all items on the scale.
Very strong	Teachers strongly agree that their principal makes teaching expectations clear, sets high standards for both teaching and student learning, and communicates a clear vision for the school; they agree or strongly agree that the principal presses teachers to implement what they learn in professional development activities, understands how students learn, and tracks student academic progress.

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NIDE Access to New Ideas

Separation: 1.59
Reliability: 0.72

Access to New Ideas indicates the extent to which teachers participate in professional development. Teachers reported how often they attended professional development activities organized by their school, the Chicago Public Schools, or the Chicago Teachers' Union, and participated in a network with teachers outside their school. A high score means extensive involvement in professional development showing teachers' willingness to change and improve.

Item	***Item Text***	***Difficulty***	***Fit***
prf18q02	94 This school year, how often have you: Attended professional development activities sponsored by the teachers' union? Never, Once, Twice, 3 to 4 times, 5 to 9 times, 10 or More Times	1.30	1.08
prf18q05	94 This school year, how often have you: Attended workshops or courses sponsored by CPS (exclude required in-services)? Never, Once, Twice, 3 to 4 times, 5 to 9 times, 10 or More Times	0.51	0.99
prf18q04	94 This school year, how often have you: Taken courses at a college or university relative to improving your school? Never, Once, Twice, 3 to 4 times, 5 to 9 times, 10 or More Times	0.25	1.32
prf18q01	94 This school year, how often have you: Participated in a network with other teachers outside your school? Never, Once, Twice, 3 to 4 times, 5 to 9 times, 10 or More Times	-0.09	1.17
prf18q03	94 This school year, how often have you: Discussed curriculum and instruction matters with an outside professional group or organization? Never, Once, Twice, 3 to 4 times, 5 to 9 times, 10 or More Times	-0.10	0.91
prf18q06	94 This school year, how often have you: Attended professional development activities organized by your school (include meetings that focus on improving your teaching)? Never, Once, Twice, 3 to 4 times, 5 to 9 times, 10 or More Times	-1.87	1.31

Category Descriptions

No categories were created for this measure.

OUTR Teacher Outreach to Parents

Separation: 2.42
Reliability: 0.85

Teacher Outreach to Parents measures the school's efforts to work with parents to develop common goals and good communication, and to strengthen student learning. Teachers reported their efforts to understand parents' problems, invite them to visit the classrooms, seek their input, and generally build trusting relationships. A high score means teachers reach out to parents more often.

Item		***Item Text***	***Difficulty***	***Fit***
inv10q06	94	Please mark the extent to which you disagree or agree with each of the following statements about your school. Teachers work closely with parents to meet students' needs. Strongly Disagree, Disagree, Agree, Strongly Agree	1.51	1.29
inv10q01	94	Please mark the extent to which you disagree or agree with each of the following statements about your school. Parents are invited to visit classrooms to observe the instructional program. Strongly Disagree, Disagree, Agree, Strongly Agree	0.98	1.90
inv10q08		Please mark the extent to which you disagree or agree with each of the following statements about your school. This school regularly communicates with parents about how they can help their children learn. Strongly Disagree, Disagree, Agree, Strongly Agree	0.15	1.28
inv10q07	94	Please mark the extent to which you disagree or agree with each of the following statements about your school. We work at communicating to parents about support needed to advance the school mission. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.05	1.06
inv10q03	94	Please mark the extent to which you disagree or agree with each of the following statements about your school. We encourage feedback from parents and the community. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.36	0.96
inv10q02		Please mark the extent to which you agree or disagree with each of the following statements about your school. The principal pushes teachers to communicate regularly with teachers. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.51	1.77
inv10q04	94	Please mark the extent to which you disagree or agree with each of the following statements about your school. Teachers really try to understand parents' problems and concerns. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.67	1.22
inv10q05	94	Please mark the extent to which you disagree or agree with each of the following statements about your school. Parents are greeted warmly when they call or visit the school. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.69	1.29

OUTR Teacher Outreach to Parents, continued

Category Descriptions

	Teachers in this school:
None	Disagree or strongly disagree with all items on the scale.
Moderate	Agree that parents are greeted warmly when they visit the school; teachers try to understand parents' problems, the principal pushes teachers to communicate with parents, and the school encourages feedback from parents; some agree and some disagree that the school works at communicating with parents about advancing the school mission and helping children learn; they disagree that parents are invited to the classroom or teachers work closely with parents.
Significant	Agree with all items on the scale.
Broad	Strongly agree or agree with all items on this scale.

PART Parent Involvement in School

Separation: 1.89
Reliability: 0.78

Parent Involvement in School measures parent participation and support for the school. Teachers reported how often parents picked up report cards, attended parent-teacher conferences, attended school events, volunteered to help in the classroom, or raised funds for the school. Schools with a high score have many parents who actively aid the school.

Item		***Item Text***	***Difficulty***	***Fit***
inv12q03	94	For the students you teach this year, how many of their parents: Volunteered to help in the classroom? None, Some, About half, Most, Nearly All	2.03	1.17
inv12q02	94	For the students you teach this year, how many of their parents: Helped raise funds for the school? None, Some, About half, Most, Nearly All	1.17	1.06
inv12q05	94	For the students you teach this year, how many of their parents: Attended school-wide special events? None, Some, About half, Most, Nearly All	0.51	0.76
inv12q01	94	For the students you teach this year, how many of their parents: Attended parent/teacher conferences when you requested them? None, Some, About half, Most, Nearly All	-1.24	0.82
inv12q06	R	For the students you teach this year, how many of their parents: Don't show up for school events and conferences intended for them. None, Some, About half, Most, Nearly All	-1.77	1.29
inv12q04	94	For the students you teach this year, how many of their parents: Picked up their child's last report card? None, Some, About half, Most, Nearly All	-2.47	1.15

Category Descriptions

	Teachers in this school reported that:
Minimal	None or about half of the parents picked up their child's report cards and attended school events; none or some attended parent/teacher conferences and special school-wide events; none of the parents helped raise funds for the school or volunteered in the classroom.
Limited	About half or most of the parents picked up their child's report card and attended school events; some or about half attended parent/teacher conferences; some attended special school-wide events and helped raise funds for the school; none of the parents volunteered in the classroom.
Moderate	Most or nearly all parents picked up their child's report cards and attended school events and parent/teacher conferences; some or about half attended special school-wide events and helped raise funds for the school; only some volunteered in classroom.
High	Nearly all parents picked up their child's report cards and attended school events and parent/teacher conferences; most or nearly all attended special school-wide events; and about half or nearly all helped raise funds for the school and volunteered in the classroom.

PBSV Joint Problem Solving

Separation: 2.16
Reliability: 0.82

Joint Problem Solving examines whether teachers sustain a public dialogue to solve problems. Teachers reported whether they used faculty meetings to discuss personal views and problem solving, and whether there is a good process for making decisions. Schools with a high score have good communication among teachers who work together to solve problems.

Item		***Item Text***	***Difficulty***	***Fit***
scm02q07	94	Please mark the extent to which you disagree or agree with each of the following: Faculty meetings are often used for problem solving. Strongly Disagree, Disagree, Agree, Strongly Agree	0.79	0.90
scm02q13		Please mark the extent to which you disagree or agree with each of the following: The faculty has a good process for making group decisions and/or solving problems. Strongly Disagree, Disagree, Agree, Strongly Agree	0.22	0.86
scm02q06	94	Please mark the extent to which you disagree or agree with each of the following: Many teachers express their personal views at faculty meetings. Strongly Disagree, Disagree, Agree, Strongly Agree	0.04	1.19
scm02q09		Please mark the extent to which you disagree or agree with each of the following: We do a good job talking through views, opinions, and values. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.12	0.85
scm02q12	R	Please mark the extent to which you disagree or agree with each of the following: When a conflict arises, we usually "sweep it under the rug." Strongly Disagree, Disagree, Agree, Strongly Agree	-0.94	1.90

Category Descriptions

	In this school:
Very weak	Teachers disagree or strongly disagree with all items on the scale.
Weak	Some teachers agree and others disagree that teachers sweep conflict under the rug; they agree that teachers do a good job talking through views/opinions; they agree or strongly agree that teachers in their school express personal views at meetings, have a good process for solving problems, and use faculty meetings for problem solving.
Strong	Teachers agree with all items on the scale.
Very strong	Teachers strongly agree that teachers do not sweep conflict under the rug and do a good job talking through views and opinions; they agree or strongly agree that teachers in their school express personal views at meetings, have a good process for solving problems, and use faculty meetings for problem solving.

PGMC Program Coherence

Separation: 1.72
Reliability: 0.75

Program Coherence assesses the degree to which teachers feel the programs at their school are coordinated with each other and with the school's mission. Teachers were asked, for example, if the materials in their schools are consistent both within and across grades, if there is sustained attention to quality program implementation, and if changes at the school have helped promote the school's goals for student learning. A high score on this measure means a school's programs are coordinated and consistent with the school's goals for student learning, enabling the development of a high quality core program.

Item		***Item Text***	***Difficulty***	***Fit***
ins64q04	94	To what extent do you disagree or agree with the following: You can see real continuity from one program to another at this school. Strongly Disagree, Disagree, Agree, Strongly Agree	0.43	0.65
ins64q03	R 94	To what extent do you disagree or agree with the following: Many special programs come and go at this school. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.08	1.06
ins64q01	94	To what extent do you disagree or agree with the following: Once we start a new program, we follow-up to make sure that it's working. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.10	0.98
ins64q05		To what extent do you disagree or agree with the following: Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.11	0.80
ins64q02	R 94	To what extent do you disagree or agree with the following: We have so many different programs in this school that I can't keep track of them all. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.24	1.29
ins64q06		To what extent do you disagree or agree with the following: There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.64	1.00
ldr10q15		Please rate the extent to which the following have changed in the past 2 years in your school: Coordination and focus of the school's instructional program Worse, No change, Better.	-1.77	0.90

Category Descriptions

	Teachers in this school:
None	Believe the focus of the instructional programs has changed for the worse; they strongly disagree with all other items on the scale.
Little	Believe that there has been no change in the focus of instructional programs in their school; they disagree with the remaining items on the scale.
Moderate	Agree with the items on this scale and believe that the focus of instructional programs has changed for the better.
Strong	Strongly agree with the items on this scale and believe that the focus of instructional programs has changed for the better.

PRIN Inclusive Leadership

Separation: 1.75
Reliability: 0.75

Inclusive Leadership indicates whether teachers view the principal as a facilitative and inclusive leader. Teachers were asked about the principal's leadership with respect to parent and community involvement, creating a sense of community in the school, and commitment to shared decision making. A high score indicates the principal supports shared decision making and broad involvement.

Item		***Item Text***	***Difficulty***	***Fit***
ldr09q04	94	Please mark the extent to which you disagree or agree with each of the following. The principal at this school: Is strongly committed to shared decision making. Strongly Disagree, Disagree, Agree, Strongly Agree	1.09	1.00
ldr09q09	94	Please mark the extent to which you disagree or agree with each of the following. The principal at this school: Works to create a sense of community in the school. Strongly Disagree, Disagree, Agree, Strongly Agree	0.74	0.81
ldr09q11	94	Please mark the extent to which you disagree or agree with each of the following. The principal at this school: Promotes parent and community involvement in the school. Strongly Disagree, Disagree, Agree, Strongly Agree	-1.84	1.37

Category Descriptions

	Teachers in this school:
Negative	Disagree or strongly disagree that the principal promotes parent and community involvement; they strongly disagree that the principal works to create a sense of community in the school and is committed to shared decision making.
Mixed	Agree that the principal promotes parent and community involvement; but they disagree that the principal works to create a sense of community in the school or is committed to shared decision making.
Positive	Agree or strongly agree that the principal promotes parent and community involvement; they agree that the principal works to create a sense of community in the school and is committed to shared decision making.
Very positive	Strongly agree with all items on this scale.

QPRD Quality Professional Development

Separation: 2.27
Reliability: 0.84

Quality Professional Development asks a range of questions including whether their professional development experiences influenced their teaching practices, helped them understand their students better, and provided them opportunities to work with colleagues and teachers from other schools. Schools where teachers are involved in comprehensive professional development score high on this measure.

Item	***Item Text***	***Difficulty***	***Fit***
prf20q08	How much do you disagree or agree with the following? Overall, my professional development experiences this year have: Included opportunities to work productively with teachers from other schools. Strongly Disagree, Disagree, Agree, Strongly Agree	1.43	1.36
prf20q05	How much do you disagree or agree with the following? Overall, my professional development experiences have: Included enough time to think carefully about, try, and evaluate new ideas. Strongly Disagree, Disagree, Agree, Strongly Agree	0.33	0.77
prf20q02	How much do you disagree or agree with the following? Most of what I learn in professional development addresses the needs of the students in my classroom. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.13	1.39
prf20q10	How much do you disagree or agree with the following? Overall, my professional development experiences have: Deepened my understanding of subject matter. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.14	0.75
prf20q09	How much do you disagree or agree with the following? Overall, my professional development experiences have: Helped me understand my students better. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.23	0.73
prf20q04	How much do you disagree or agree with the following? Overall, my professional development experiences have: Been sustained and coherently focused, rather than short term and unrelated. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.24	1.01
prf20q07	How much do you disagree or agree with the following?: Overall, my professional development experiences have: Included opportunities to work productively with colleagues in my school. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.41	0.92
prf20q11	How much do you disagree or agree with the following? Overall, my professional development experiences have: Led me to make changes in my teaching. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.58	1.00
prf20q06	How much do you disagree or agree with the following? Overall, my professional development experiences have: Been closely connected to my school's improvement plan. Strongly Disagree, Disagree, Agree, Strongly Agree	-1.10	0.96

QPRD Quality Professional Development, continued

Category Descriptions

	In this school:
Very low quality	Teachers disagree or strongly disagree that their professional development experiences were closely connected to the SIP, led to changes in their teaching, provided opportunities to work with colleagues, or provided a deeper understanding of the subject matter; they strongly disagree that it shifted their approach to teaching, included enough time to think about and judge the new ideas, or provided opportunities to work with teachers from other schools.
Low quality	Some teachers agree and others disagree that their professional development experiences were closely connected to the SIP; teachers disagree that it led to changes in their teaching, provided opportunities to work with colleagues, or helped them understand their students better; they disagree or strongly disagree that it shifted their approach to teaching, included enough time to think about and judge the new ideas, or provided opportunities to work with teachers from other schools.
High quality	Teachers agree that their professional development experiences were closely connected to their SIP, provided opportunities to work with other colleagues, were sustained and focused, helped them understand their subject matter better, addressed students' needs, and included enough time to think about and judge the new ideas; some agree and others disagree that it provided opportunities to work with teachers from other schools.
Very high quality	Teachers strongly agree that their professional development experiences were closely connected to their SIP, provided opportunities to work with other colleagues, were sustained and focused, and addressed students' needs; they agree or strongly agree that it shifted their approach to teaching, included enough time to think about and judge the new ideas, and provided the opportunity to work with teachers from other schools.

REFD Reflective Dialogue

Separation: 1.89
Reliability: 0.78

Reflective Dialogue reveals how much teachers talk with one another about instruction and student learning. Teachers reported how often they discuss curriculum and instruction as well as school goals, and how best to help students learn and how to manage their behavior. A high score indicates that teachers are engaged in frequent conversations with each other about instruction and student learning, helping to build common beliefs about the conditions of good schooling.

Item		***Item Text***	***Difficulty***	***Fit***
scm03q03	94	This school year, how often have you had conversations with colleagues about: The goals of this school. Less Than Once a Month, 2 or 3 Times a Month, Once or Twice a Week, Almost Daily	0.85	0.69
scm03q02	94	This school year, how often have you had conversations with colleagues about: Development of new curriculum. Less Than Once a Month, 2 or 3 Times a Month, Once or Twice a Week, Almost Daily	0.84	0.70
scm03q04	94	This school year, how often have you had conversations with colleagues about: Managing classroom behavior. Less Than Once a Month, 2 or 3 Times a Month, Once or Twice a Week, Almost Daily	-0.04	1.03
scm03q01	94	This school year, how often have you had conversations with colleagues about: What helps students learn best. Less Than Once a Month, 2 or 3 Times a Month, Once or Twice a Week, Almost Daily	-0.10	0.68
scm02q08	94	Please mark the extent to which you disagree or agree with each of the following: Teachers in this school regularly discuss assumptions about teaching and learning. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.43	0.97
scm02q11		Please mark the extent to which you disagree or agree with each of the following: Teachers in this school share and discuss student work with other teachers. Strongly Disagree, Disagree, Agree, Strongly Agree	-1.03	0.94
scm02q10	94	Please mark the extent to which you disagree or agree with each of the following: Teachers talk about instruction in the teachers' lounge, faculty meetings, etc. Strongly Disagree, Disagree, Agree, Strongly Agree	-1.12	1.18

REFD Reflective Dialogue, continued

Category Descriptions

	Teachers in this school:
Almost None	Disagree or strongly disagree that they talk informally about instruction, share and discuss student work with other teachers, or discuss assumptions about student learning; they have conversations about how students learn best, managing student behavior, developing new curriculum, and school goals less than once a month.
Occasional	Agree that they talk informally about instruction and share and discuss student work with other teachers, some agree and some disagree that they discuss assumptions about student learning; they have conversations about how students learn best and managing student behavior 2 to 3 times a month , and have conversations about developing new curriculum and school goals less than 2 to 3 times a month.
Regular	Agree that they talk informally about instruction, share and discuss student work with other teachers, and discuss assumptions about student learning; they also have conversations with other teachers about how students learn best and managing student behavior more than once or twice a month and have conversations about developing new curriculum and school goals from once to three times a month.
Frequent	Strongly agree that they talk informally about instruction, share and discuss student work with other teachers, and discuss assumptions about student learning; they also have conversations with other teachers about how students learn best, managing student behavior, developing new curriculum, and school goals almost daily.

SCMT School Commitment

Separation: 1.96
Reliability: 0.79

School Commitment gauges the extent to which teachers feel loyal and committed to this school. Teachers reported whether they look forward to working in the school, would rather work somewhere else, and would recommend the school to other parents. A high score means teachers are deeply committed to their school.

Item	***Item Text***	***Difficulty***	***Fit***
scm01q04	94 Please mark the extent to which you disagree or agree with following: I wouldn't want to work in any other school. Strongly Disagree, Disagree, Agree, Strongly Agree	0.89	1.00
scm01q06	94 Please mark the extent to which you disagree or agree with following: I would recommend this school to parents seeking a place for their child. Strongly Disagree, Disagree, Agree, Strongly Agree	0.31	1.01
scm01q03	94 Please mark the extent to which you disagree or agree with following: I usually look forward to each working day at this school. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.09	1.06
scm01q05	94 Please mark the extent to which you disagree or agree with following: I feel loyal to this school. Strongly Disagree, Disagree, Agree, Strongly Agree	-1.10	0.86

Category Descriptions

	Teachers in this school:
None	Disagree or strongly disagree with all items on the scale.
Minimal	Agree that they feel loyal to their school; some agree and some disagree that they look forward to school each day; all disagree that they would recommend the school to other parents and would not want to work at other schools.
Strong	Strongly agree or agree that they feel loyal to their school; agree that they look forward to school each day, would recommend the school to other parents, and would not want to work at other schools.
Very Strong	Strongly agree that they feel loyal to their school; agree or strongly agree that they look forward to school each day, would recommend the school to other parents, and would not want to work at any other school.

SLRN Focus on Student Learning

Separation: 2.04
Reliability: 0.81

Focus on Student Learning gauges the extent to which teachers feel their school's goals and actions are focused on improving student learning. Teachers reported whether the school has well-defined learning expectations for all students, sets high standards for academic performance, and always focuses on what is best for student learning. Schools that share a consensus about their goals and actions for improving student learning score high on this measure. Advancing education for all students is the central concern here.

Item		***Item Text***	***Difficulty***	***Fit***
scm02q04	94	Please mark the extent to which you disagree or agree with each of the following: This school really works at developing students' social skills. Strongly Disagree, Disagree, Agree, Strongly Agree	0.70	1.09
scm02q05	94	Please mark the extent to which you disagree or agree with each of the following: When making important decisions, the school always focuses on what's best for student learning. Strongly Disagree, Disagree, Agree, Strongly Agree	0.00	1.02
scm02q01	94	Please mark the extent to which you disagree or agree with each of the following: This school has well-defined learning expectations for all students. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.04	0.74
scm02q02	94	Please mark the extent to which you disagree or agree with each of the following: This school sets high standards for academic performance. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.11	0.77
scm02q03	94	Please mark the extent to which you disagree or agree with each of the following: The school day is organized to maximize instructional time. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.55	0.98

Category Descriptions

	Teachers in this school:
No Focus	Disagree or strongly disagree with all items on the scale.
Not Very Focused	Agree that the school maximizes instruction time; some agree and some disagree that the school sets high standards for academic performance, has well-defined learning expectations for students, and makes decisions based on what is best for students; they disagree that the school works at developing students' social skills.
Focused	Agree with all items on the scale.
Very Focused	Strongly agree that the school day is organized to maximize instruction time; they agree or strongly agree that the school sets high standards for academic performance, has well-defined defined learning expectations for students, makes decisions based on what is best for students, and works at developing students' social skills.

SPCH Support for Change

Separation: 2.12
Reliability: 0.82

Support for Change assesses the support that teachers sense from their principal and colleagues for change in the school. Teachers were asked, for example, if their principal encourages them to take risks and try new methods of instruction, and the extent to which the whole faculty embraces change. A high score indicates a school-wide environment supportive of change.

Item		***Item Text***	***Difficulty***	***Fit***
ldr07q21	R	Please mark the extent to which you disagree or agree with each of the following. Most changes introduced at this school: Involve only a few teachers; rarely does the whole faculty become involved. Strongly Disagree, Disagree, Agree, Strongly Agree	0.90	1.18
ldr07q14		Please mark the extent to which you disagree or agree with each of the following: We receive adequate professional development support for the changes we introduce at our school. Strongly Disagree, Disagree, Agree, Strongly Agree	0.42	0.98
ldr07q19	R	Please mark the extent to which you disagree or agree with each of the following. Most changes introduced at this school: Gain little support among teachers. Strongly Disagree, Disagree, Agree, Strongly Agree	0.35	1.27
ldr09q07	94	Please mark the extent to which you disagree or agree with each of the following. The principal at this school: Supports and encourages teachers to take risks. Strongly Disagree, Disagree, Agree, Strongly Agree	0.20	0.88
ldr09q08	94	Please mark the extent to which you disagree or agree with each of the following. The principal at this school: Is willing to make changes. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.48	0.80
ldr07q20		Please mark the extent to which you disagree or agree with each of the following. Most changes introduced at this school: Receive strong support from the principal. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.57	0.97
ldr09q10	94	Please mark the extent to which you disagree or agree with each of the following. The principal at this school: Encourages teachers to try new methods of instruction. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.81	0.77

SPCH Support for Change, continued

Category Descriptions

	In this school:
None	Teachers disagree or strongly disagree with all items on the scale.
Minimal	Some teachers agree and some disagree that the principal encourages them to try new methods, is willing to make changes, and that changes introduced at the school receive strong support from the principal; they disagree that the principal encourages teachers to take risks, changes introduced at the school gain support among teachers, adequate professional development is provided for changes that are made, and changes involve many teachers.
Moderate	Teachers agree or strongly agree that the principal encourages them to try new methods, is willing to make changes and that changes introduced at the school receive strong support from the principal; they agree that the principal encourages teachers to take risks, changes introduced at the school gain support among teachers, adequate professional development support is provided for changes that are made, and changes introduced at the school involve many teachers.
Strong	Teachers strongly agree that the principal encourages them to try new methods, is willing to make changes, and encourages teachers to take risks, that changes introduced at the school receive strong support from the principal and gain support among teachers, and that adequate professional development support is provided for changes that are made; they agree that changes introduced at the school involve many teachers.

TRPR Teacher-Principal Trust

Separation: 2.77
Reliability: 0.89

Teacher-Principal Trust measures the extent to which teachers feel their principal respects and supports them. Teachers were asked if their principal looks out for the welfare of teachers and has confidence in their expertise, and if they respect the principal as an educator. A high score means that teachers and the principal share a high level of mutual trust and respect.

Item		***Item Text***	***Difficulty***	***Fit***
tdr07q03	94	Please mark the extent to which you disagree or agree with each of the following: It's OK in this school to discuss feelings, worries, and frustrations with the principal. Strongly Disagree, Disagree, Agree, Strongly Agree	0.79	0.87
tdr07q05	94	Please mark the extent to which you disagree or agree with each of the following: The principal looks out for the personal welfare of the faculty members. Strongly Disagree, Disagree, Agree, Strongly Agree	0.33	0.79
tdr07q02	94	Please mark the extent to which you disagree or agree with each of the following: I trust the principal at his or her word. Strongly Disagree, Disagree, Agree, Strongly Agree	0.21	0.70
tdr09q14		Please mark the extent to which you disagree or agree with each of the following. The principal at this school: Is an effective manager who makes the school run smoothly. Strongly Disagree, Disagree, Agree, Strongly Agree	0.05	1.14
tdr07q10		Please mark the extent to which you disagree or agree with each of the following: The principal places the needs of children ahead of her personal and political interests. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.02	1.03
tdr07q01	94	Please mark the extent to which you disagree or agree with each of the following: The principal has confidence in the expertise of the teachers. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.17	0.93
tdr07q04	94	Please mark the extent to which you disagree or agree with each of the following: The principal takes a personal interest in the professional development of teachers. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.20	0.88
scm05q01	94	To what extent do you feel respected by your principal? Not at All, A Little, Some, To a Great Extent	-0.73	0.96

TRPR Teacher-Principal Trust, continued

Category Descriptions

	Teachers in this school:
No trust	Feel respected by their principal not at all; they disagree or strongly disagree that the principal takes an interest in teachers' professional development, has confidence in teachers' expertise, places students' needs before personal needs, is an effective manager or looks out for teachers' welfare, that they trust their principal, or it is OK to discuss worries with their principal.
Minimal trust	Feel respected by their principal a little; they disagree that the principal takes an interest in teachers' professional development, has confidence in teachers' expertise, places students' needs before personal needs, is an effective manager, looks out for teachers' welfare, that they trust their principal, or it is OK to discuss worries with their principal.
Strong trust	Feel respected by the principal some or to a great extent; they agree that the principal takes an interest in teachers' professional development, has confidence in teachers' expertise, places students' needs before personal needs, is an effective manager, looks out for teachers' welfare, that they trust their principal, and it is OK to discuss worries with their principal.
Very strong trust	Feel respected by their principal to a great extent they strongly agree that the principal takes an interest in teachers' professional development, has confidence in teachers' expertise, places students' needs before personal needs, is an effective manager and looks out for teachers' welfare, and they trust their principal; and that it is OK to discuss worries with the principal.

TRTE Teacher-Teacher Trust

Separation: 2.13
Reliability: 0.82

Teacher-Teacher Trust measures the extent to which teachers in a school have open communication with and respect for each other. We asked, for example, whether teachers in the school respect other teachers who lead school improvement efforts, and whether teachers trust and respect each other. Schools where teachers have high mutual regard for each other score high on this measure.

Item		***Item Text***	***Difficulty***	***Fit***
scm04q06	94	How many teachers in this school really care about each other? None, Some, About half, Most, Nearly all	2.31	1.04
ldr07q07	94	Please mark the extent to which you disagree or agree with each of the following: Teachers in this school trust each other. Strongly Disagree, Disagree, Agree, Strongly Agree	1.01	0.63
ldr07q08	94	Please mark the extent to which you disagree or agree with each of the following: It's OK in this school to discuss feelings, worries, and frustrations with other teachers. Strongly Disagree, Disagree, Agree, Strongly Agree	0.34	0.94
ldr07q06	94	Please mark the extent to which you disagree or agree with each of the following: Teachers respect other teachers who take the lead in school improvement efforts. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.12	0.83
ldr07q18		Please mark the extent to which you disagree or agree with each of the following: Teachers at this school respect those colleagues who are expert at their craft. Strongly Disagree, Disagree, Agree, Strongly Agree	-1.12	0.93
scm05q02	94	Please mark the extent to which you disagree or agree with each of the following: To what extent do you feel respected by other teachers? Strongly Disagree, Disagree, Agree, Strongly Agree	-2.42	1.22

Category Descriptions

	In this school, teachers:
No Trust	Feel respected by none or some of the other teachers; they disagree or strongly disagree that teachers respect colleagues who are expert at their craft or who lead school improvement efforts, that it is OK to discuss worries with other teachers, and that teachers trust each other; and they feel that none of the teachers care about each other.
Minimal Trust	Feel respected by some of the other teachers; they agree that teachers respect colleagues who are experts at their craft or who take the lead in school improvement efforts, and that it is OK to discuss worries with other teachers; some agree and some disagree that teachers trust each other; and none to some of the teachers in this school care about each other.
Strong Trust	Feel respected by other teachers to a great extent; they agree that teachers respect colleagues who are expert at their craft or who take the lead at school improvement efforts, it is OK to discuss worries with other teachers and teachers trust each other; and they feel that about half of the teachers in the school care about each other.
Very Strong Trust	Feel respected by other teachers to a great extent; they strongly agree that teachers respect colleagues who are experts at their craft or who take the lead on improvement efforts; they agree or strongly agree it is OK to discuss worries with other teachers and that teachers trust each other; and they feel most or nearly all teachers in the school care about each other.

UNPD Uncoordinated Professional Development

Separation: 0.89
Reliability: 0.44

Uncoordinated Professional Development measures whether professional development topics were followed up on, if teachers had to seek out professional development with no help, and if professional development activities advocated practices they did not believe in. A high score indicates uncoordinated professional development activities at a school. (Because this is a negatively worded scale, a lower score is more desirable than a high score.)

Item	***Item Text***	***Difficulty***	***Fit***
prf20q12	How much do you disagree or agree with the following? Overall, my professional development experiences have: Advocated practices I do not believe in. Strongly Disagree, Disagree, Agree, Strongly Agree	0.36	1.09
prf20q01	How much do you disagree or agree with the following? Teachers are left completely on their own to seek out professional development. Strongly Disagree, Disagree, Agree, Strongly Agree	0.35	0.83
prf20q03	How much do you disagree or agree with the following? Most professional development topics are offered in school once and not followed up. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.71	0.72

Category Descriptions

	Teachers in this school:
Very Well Coordinated	Disagree or strongly disagree with all items on this scale.
Coordinated	Disagree with all items on this scale.
Uncoordinated	Agree or strongly agree that most professional development topics are offered in the school once and not followed up; however, some agree and some disagree that teachers are left completely on their own to seek out professional development and their professional development experiences advocated practices they do not believe in.
Very uncoordinated	Strongly agree with all items on this scale.

Teacher Measure Cut Points

Measure Name	Minimum	Maximum	Cutpoint 1	Cutpoint 2	Cutpoint 3
CMTY	-3	1.65	-1.7	-0.3	0.6
CNCM	-4.25	1.8	-3.1	-0.5	1
CNST	-2.1	5.1	0	0.9	2.3
COLG	-3.9	6.3	-2.7	0.1	4.9
COLR	-6	9.2	-0.7	1.4	5
INFL	-4.75	3.75	-2.6	-0.7	1.6
INNV	-5	7.5	-1.3	-0.3	2.1
INST	-5.4	6.8	-3.2	-0.2	4.1
NIDE	-4.5	4	-2	0	2
OUTR	-3.2	8.5	-1.4	0.8	4.8
PART	-3.3	3.3	-2	-0.6	1.3
PBSV	-5	5.5	-3.7	-0.2	4
PGMC	-5	5	-3.5	-0.3	3.2
PRIN	-6.2	7.75	-3.8	-0.7	6.3
QPRD	-6	6.8	-3.5	-0.6	3.5
REFD	-4.2	3	-1.6	-0.2	2.5
SCMT	-5	6.3	-1.7	0.2	4.6
SLRN	-5	6	-1.1	0.2	3.9
SPCH	-4.5	6	-2.6	0	3.3
TRPA	-3	4.4	-1.5	0.8	3
TRPR	-5.7	6.3	-2.6	-0.3	3.5
TRTE	-5	7.6	-0.5	2	3.9
UNPD	-4.25	4.25	-2.5	-0.3	3.1

Teacher Background Survey Items

Item	Item text
cas50q01	Please mark your current teacher position Self-contained elementary classroom
cas50q02	Please mark your current teacher position Art, Mus. drama, performance; Eng.; ESL; For. Lang.; Home Ec.; Lang. Arts; Math; Phys. Ed.; Read. Spec; Sci; Soc. Sci; Spec. Ed.; Spec. Ed.; Spch., Comm; Voc. Bus, Tech; Writ.Spec.; Other
tbk29q01	How many years have you: Taught at this school? Less than 1 year, 2 to 3 years, 4 to 5 years, 6 to 10 years, 11 to 15 years, More than 15 Years
tbk29q02	How many years have you: Been a teacher? Less than 1 year, 2 to 3 years, 4 to 5 years, 6 to 10 years, 11 to 15 years, More than 15 Years
tbk30q01	Are you: African-American, Asian-American, Hispanic, White, Non-Hispanic, Biracial/ Multiethnic, Other
tbk31q01	Are you: Male, Female
tbk32q01	What is the highest level of formal education you have completed? Bachelor's Degree, Master's Degree, Master's +15, Masters + 30, Masters +45
tbk33q01	From what college or university did you obtain your highest degree? Chicago State Univ., DePaul Univ., Il. State Univ., Loyola Univ. , National-Louis Univ., Northeastern Univ.., Northern Il. Univ., Northwestern Univ., Roosevelt Univ., St. Xavier Univ., Southern Il. Univ., U of I Chi.., U of I @ Urbana, Other (specify)
tbk34q01	About how many college/ university course credit hours have you earned in the subject area you teach the most? Semester hours Less than 15, 16 to 25, 26 to 35, 36 to 45, 46+
tbk34q02	About how many college/ university course credit hours have you earned in the subject area you teach the most? Quarter hours? Less than 15, 16 to 25, 26 to 35, 36 to 45, 46+
tbk35q01	Please indicate how many courses you have taken about teaching reading and diagnosing reading problems (please do not count courses in teaching English or Lit) In college 0,1,2,3,4 or more
tbk35q02	Please indicate how many courses you have taken about teaching reading and diagnosing reading problems (please do not count courses in teaching English or Lit) Graduate/Post-Graduate 0,1,2,3,4 or more
tbk35q03	How many hours of professional development have you had about teaching reading in the past year? 0, 1-3, 4-6, 7-9, 10-12, 12+
tbk36q01	Do you have friends who live in the community in which your school is located? Yes, No

Item	Item text
tbk37q01	Are you a graduate of a CPS high school? Yes, No
tbk38q01	Have you ever taught outside of CPS? Yes, No
tbk39q01	If yes, where did you teach? [MARK ALL THAT APPLY] (1) Another urban public district, (2) a suburban public district, (3) a rural public district, (4)in a private school
tbk40q01	If you are not a classroom teacher, please mark all that describe your teaching assignment. [MARK ALL THAT APPLY] Curriculum Coordinator Checked or left blank
tbk40q02	If you are not a classroom teacher, please mark all that describe your teaching assignment. [MARK ALL THAT APPLY] ESEA/Chapter I Checked or left blank
tbk40q03	If you are not a classroom teacher, please mark all that describe your teaching assignment. [MARK ALL THAT APPLY] Counselor, librarian Checked or left blank
tbk40q04	If you are not a classroom teacher, please mark all that describe your teaching assignment. [MARK ALL THAT APPLY] Assistant principal Checked or left blank
tbk41q01	Are you: Regularly appointed-tenured? Checked or left blank
tbk41q02	Are you: Regularly appointed-not tenured? Checked or left blank
tbk41q03	Are you: FTB? Checked or left blank
tbk45q01	How much time passes at the start of the school year before you feel like your class(es) is in "full swing"? Less than 1 week, 1 week, 2 weeks, 3 weeks, 1 month, More than 1 month
tbk46q01	During the months of April, May and June, what proportion of time will you use to introduce new material and tasks to students? none, 1-25%, 26-50%, 51-75%, 76-100%
tbk48q01	In a typical week, how many regular school hours do you spend: working alone (e.g., planning)? Less than 1 hour, 1 to 2 hours, 3 to 5 hours, 6 to 10 hours, 11 to 20 hours, More than 20 hours
tbk48q02	In a typical week, how many regular school hours do you spend: working with other teachers? Less than 1 hour, 1 to 2 hours, 3 to 5 hours, 6 to 10 hours, 11 to 20 hours, More than 20 hours
tbk48q03	In a typical week, how many regular school hours do you spend: in professional development activities Less than 1 hour, 1 to 2 hours, 3 to 5 hours, 6 to 10 hours, 11 to 20 hours, More than 20 hours
tbk48q04	In a typical week, how many regular school hours do you spend: Working or talking with parents? Less than 1 hour, 1 to 2 hours, 3 to 5 hours, 6 to 10 hours, 11 to 20 hours, More than 20 hours

Item	Item text
tbk49q01	During a typical month, about how much teaching time is taken up by: Fire drills or other emergency-related procedures? Less than 1 hour, 1 to 2 hours, 3 to 5 hours, 6 to 10 hours, More than 10 hours
tbk49q02	During a typical month, about how much teaching time is taken up by: special schoolwide events (e.g., assemblies, ceremonies, pep rallies, graduation rehearsals, etc.)? Less than 1 hour, 1 to 2 hours, 3 to 5 hours, 6 to 10 hours, More than 10 hours
tbk49q03	During a typical month, about how much teaching time is taken up by: Student health and welfare programs (e.g., self-esteem, motivation, sex education, abstinence, etc.)? Less than 1 hour, 1 to 2 hours, 3 to 5 hours, 6 to 10 hours, More than 10 hours
tbk49q04	During a typical month, about how much teaching time is taken up by: Maintenance problems in the building (e.g., heating and cooling problems, water leaks, other structural problems)? Less than 1 hour, 1 to 2 hours, 3 to 5 hours, 6 to 10 hours, More than 10 hours
tbk50q01	Are you endorsed or certified in any of the areas below? Art, music, drama, performance
tbk50q02	Are you endorsed or certified in any of the areas below? English
tbk50q03	Are you endorsed or certified in any of the areas below? English-as-a-second-language
tbk50q04	Are you endorsed or certified in any of the areas below? Foreign language
tbk50q05	Are you endorsed or certified in any of the areas below? Home economics
tbk50q06	Are you endorsed or certified in any of the areas below? Language Arts
tbk50q07	Are you endorsed or certified in any of the areas below? Mathematics
tbk50q08	Are you endorsed or certified in any of the areas below? Physical Education
tbk50q09	Are you endorsed or certified in any of the areas below? Reading Specialist
tbk50q10	Are you endorsed or certified in any of the areas below? Science
tbk50q11	Are you endorsed or certified in any of the areas below? Social studies, history, government
tbk50q12	Are you endorsed or certified in any of the areas below? Special Education
tbk50q13	Are you endorsed or certified in any of the areas below? Speech, communication

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Item	Item text
tbk50q14	Are you endorsed or certified in any of the areas below? Vocational, business, technology
tbk50q15	Are you endorsed or certified in any of the areas below? Writing Specialist
tbk50q16	Are you endorsed or certified in any of the areas below? Other

Student Measures

ACAD Press Toward Academic Achievement

Separation: 1.40
Reliability: 0.66

Press Toward Academic Achievement gauges whether students feel their teachers challenge them to reach high levels of academic performance. This is a key element in a school climate focused on student learning. Students were asked if their teachers press them to do well in school and expect them to complete their homework and to work hard. The scale also includes questions about teachers praising students' work and willingness to give extra help. In schools that score high, most teachers press all students toward academic achievement.

Item			Item Text	Difficulty	Fit
eng34q13		94	How much do you agree with the following statements about your English class? My teacher: Encourages me to do extra work when I don't understand something. Strongly Disagree, Disagree, Agree, Strongly Agree	0.92	0.96
mth50q13		94	How much do you agree with the following statements about your math class? My teacher: Encourages me to do extra work when I don't understand something. Strongly Disagree, Disagree, Agree, Strongly Agree	0.81	0.95
mth50q14			How much do you agree with the following statements about your math class? My teacher: Praises my efforts when I work hard. Strongly Disagree, Disagree, Agree, Strongly Agree	0.50	0.66
eng34q14			How much do you agree with the following statements about your English class? My teacher: Praises my efforts when I work hard. Strongly Disagree, Disagree, Agree, Strongly Agree	0.46	0.69
eng34q19			How much do you agree with the following statements about your English class? My teacher: Cares if I don't do my work in this class Strongly Disagree, Disagree, Agree, Strongly Agree	0.40	1.18
eng34q18			How much do you agree with the following statements about your English class? My teacher: Cares if I get bad grades in this class. Strongly Disagree, Disagree, Agree, Strongly Agree	0.12	0.83
mth50q18			How much do you agree with the following statements about your math class? My teacher: Cares if I get bad grades in this class. Strongly Disagree, Disagree, Agree, Strongly Agree	0.09	0.87
eng34q05	R		How much do you agree with the following statements about your English class? In class, I often feel put down by the teacher. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.12	1.44
eng34q15		94	How much do you agree with the following statements about your English class? My teacher: Expects me to do my best all the time. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.26	0.67
mth50q05	R		How much do you agree with the following statements about your math class? In class, I often feel put down by the teacher. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.26	1.45
eng34q16		94	How much do you agree with the following statements about your English class? My teacher: Expects me to complete my homework every night. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.28	0.65
mth50q15		94	How much do you agree with the following statements about your math class? My teacher expects me to do my best all the time. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.35	0.65

ACAD Press Toward Academic Achievement, continued

eng34q17	94	How much do you agree with the following statements about your English class? My teacher: Thinks that it is very important that I do well in this class. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.45	0.64
mth50q16	94	How much do you agree with the following statements about your math class? My teacher: Expects me to complete my homework every night. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.50	0.67
mth50q17	94	How much do you agree with the following statements about your math class? My teacher: Thinks that it is very important that I do well in this class. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.72	0.69

Category Descriptions

	Students in this school:
None	Disagree or strongly disagree that their teacher thinks it is important they do well, expects them to complete their homework and do their best, does not put them down, and cares if they get bad grades or don't do their work; they strongly disagree that their teacher praises them when they work hard or encourages them to do extra work when they don't understand something.
Limited	Agree and some disagree that their teacher thinks it is important they do well, expects them to complete their homework and do their best, does not put them down, and cares if they get bad grades or don't do their work; they disagree that their teacher praises them when they work hard or encourages them to do extra work when they don't understand something.
Moderate	Agree or strongly agree that their teacher thinks it is important they do well, expects them to complete their homework and do their best, does not put them down, and cares if they get bad grades or don't do their work, and praises them when they work hard; they agree that their teacher encourages them to do extra work when they don't understand something.
High	Strongly agree that their teacher thinks it is important they do well, expects them to complete their homework and do their best, does not put them down, cares if they get bad grades or don't do their work, praises them when they work hard, and encourages them to do extra work when they don't understand something.

ACNO Peer Support for Academic Work

Separation: 2.14
Reliability: 0.82

Peer Support for Academic Work reveals whether prevailing norms among students support academic work. Students reported whether their friends try hard to get good grades, do their homework regularly, pay attention in class and follow school rules. In schools with high scores, students experience support from their peers for academic work. As a result, student learning is more likely.

Item		Item Text	Difficulty	Fit
mth52q01	94	How many of the students in your math class: Think doing homework is important? None, A few, About half, Most, All	0.56	0.91
eng36q01	94	How many of the students in your Language Arts or English class: Think doing homework is important? None, A few, About half, Most, All	0.46	0.97
mth52q02	94	How many of the students in your math class: Feel it is important to pay attention in class? None, A few, About half, Most, All	0.39	0.71
eng36q02	94	How many of the students in your Language Arts or English class: Feel it is important to pay attention in class? None, A few, About half, Most, All	0.26	0.75
mth52q03	94	How many of the students in your math class: Feel it is important to attend all their classes? None, A few, About half, Most, All	0.13	0.89
mth52q04	94	How many of the students in your math class: Try hard to get good grades? None, A few, About half, Most, All	-0.12	0.82
eng36q03	94	How many of the students in your Language Arts or English class: Feel it is important to attend all their classes? None, A few, About half, Most, All	-0.16	0.93
eng36q04	94	How many of the students in your Language Arts or English class: Try hard to get good grades? None, A few, About half, Most, All	-0.23	0.85
mth52q05		How many of the students in your math class: Think getting good grades is cool? None, A few, About half, Most, All	-0.54	1.39
eng36q05		How many of the students in your Language Arts or English class: Think getting good grades is cool? None, A few, About half, Most, All	-0.75	1.45

ACNO Peer Support for Academic Work, continued

Category Descriptions

	Students in this school reported that:
Minimal	Few or none of the students in their class think getting good grades is cool, try hard to get good grades, attend all their classes, pay attention in class, and think doing homework is important.
Limited	Between half and most of the students in their class think getting good grades is cool; most try hard to get good grades and attend all their classes; a few or most think doing homework is important and pay attention in class.
Moderate	Most of the students in their class try hard to get good grades and attend all their classes; about half or most pay attention in class and think doing homework is important.
Strong	All of the students in their class think getting good grades is cool, try hard to get good grades, and attend all their classes; most or all of the students in their class pay attention in class and think doing homework is important.

COMP Social Competence

Separation: 1.48
Reliability: 0.69

Social Competence examines whether students feel that they can help people end arguments; listen carefully to what others say; and share, help, and work well with other students. A high score means that students feel competent to deal with a wide range of social situations.

Item	*Item Text*	*Difficulty*	*Fit*
sch04q06	How much do you agree with the following? I can always find a way to help people end arguments. Strongly Disagree, Disagree, Agree, Strongly Agree	1.22	1.19
sch05q01	How much do you agree with the following? It's easy for me to make suggestions without being bossy. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.03	1.15
sch04q07	How much do you agree with the following? I listen carefully to what other people say to me. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.09	1.01
sch05q02	How much do you agree with the following? I'm very good at working with other students. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.29	0.94
sch04q08	How much do you agree with the following? I'm good at taking turns, and sharing things with others. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.30	1.14
sch05q03	How much do you agree with the following? I'm good at helping people. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.38	0.89

Category Descriptions

	Students in this school:
None	Strongly disagree with the items on the scale.
Weak	Disagree that they are good at helping people, taking turns, and working with other students, or that they listen carefully to what others say and find it easy to make suggestions without being bossy; they disagree or strongly disagree that they can always find a way to help people end arguments.
Moderate	Agree that they are good at helping people, taking turns, and working with other students, and that they know how to listen carefully to what others say and find it easy to make suggestions without being bossy; some agree and others disagree that they can always find a way to help people end arguments.
Strong	Strongly agree that they are good at helping people, taking turns, and working with other students, and that they know how to listen carefully to what others say and find it easy to make suggestions without being bossy; they agree or strongly agree that they can always find a way to help people end arguments.

CONS Social Conscience

Separation: 0.75
Reliability: 0.36

Social Conscience gauges students' concern for others and their inclination to help solve others' problems. A high score means students have a strong social commitment.

Item		Item Text	Difficulty	Fit
sch06q01	R	How much do you agree with the following? I should just take care of myself and let others take care of themselves. Strongly Disagree, Disagree, Agree, Strongly Agree	0.85	0.95
sch06q02		How much do you agree with the following? It is important to help others in my community. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.13	0.67
sch06q03		How much do you agree with the following? It is important to work to solve the problems of poor people. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.29	0.82

Category Descriptions

	Students in this school:
None	Strongly disagree with all the items on the scale.
Weak	Disagree that they want to help sad or lonely people, that it is important to solve the problems of poor people, that people who ask for help are not lazy, that they want to help people having problems, or that problems in the world are a concern of theirs; they disagree or strongly disagree that they should think of others and not just let others take care of themselves.
Moderate	Agree that they want to help sad or lonely people, that it is important to solve the problems of poor people, that people who ask for help are not lazy, that they want to help people having problems, and that problems in the world are a concern of theirs; some agree and others disagree that they should think of others and not just let others take care of themselves.
Strong	Strongly agree that they want to help sad or lonely people, that it is important to solve the problems of poor people, that people who ask for help are not lazy, that they want to help people having problems, and that problems in the world are a concern of theirs; they also agree or strongly agree that they should think of others and not just let others take care of themselves.

DISO Incidence of Disciplinary Action

Separation: 1.63
Reliability: 0.73

Incidence of Disciplinary Action measures how often students get into trouble and are disciplined. Students were asked how many times they were sent to the office, how often their parents were contacted about discipline problems, and how often they had been suspended from school. In schools with high scores, students frequently get into trouble or receive disciplinary action. (Because this is a negatively worded scale, a low score is more desirable than a high score.)

Item	*Item Text*	*Difficulty*	*Fit*
saf16q07	How many times this school year have you: Been suspended from school. Never, 1-2 times, 3-5 times, More than 5 times	1.80	1.48
saf17q02	How many times this school year have: Your parents had to come to school because you got into trouble. Never, 1-2 times, 3-5 times, More than 5 times	0.43	0.88
saf16q04	How many times this school year have you: Been sent to the office for getting into trouble. Never, 1-2 times, 3-5 times, More than 5 times	-0.09	1.01
saf17q01	How many times this school year have: Your parents been contacted because you got into trouble. Never, 1-2 times, 3-5 times, More than 5 times	-0.20	0.83
saf16q01	How many times this school year have you: Gotten into trouble at school. Never, 1-2 times, 3-5 times, More than 5 times	-1.94	0.98

Category Descriptions

	In this school, students reported that last year:
None	They never got into trouble or were sent to the office, their parents never were contacted because of trouble or went to the school because of trouble, and they were never suspended from school.
Limited	They got into trouble 1 or 2 times, they were sent to the office or their parents were contacted because of trouble and came to the school up to 1 or 2 times; and they were never suspended from school.
Extensive	They got into trouble more than 3 times, they were sent to the office or their parents were contacted because of trouble and came to the school between 1 and 5 times; and they were suspended from school 1 to 2 times.
Very extensive	They got into trouble, were sent to the office or their parents were contacted because of trouble and came to the school more than 5 times; and they were suspended from school more than 3 times.

ENGG Academic Engagement

Separation: 1.39
Reliability: 0.66

Academic Engagement examines student interest and engagement in learning. Students responded to items regarding whether they are interested in their class and the topics studied. They also reported whether they work hard to do their best. A high score means greater individual engagement in learning.

Item			Item Text	Difficulty	Fit
eng42q06	R		How much do you agree with the following statements about your English class? I often count the minutes until class ends. Strongly Disagree, Disagree, Agree, Strongly Agree	1.18	1.22
eng42q05			How much do you agree with the following statements about your English class? Sometimes I get so interested in my work I don't want to stop. Strongly Disagree, Disagree, Agree, Strongly Agree	0.93	0.93
mth57q06	R		How much do you agree with the following statements about your math class? I often count the minutes until class ends. Strongly Disagree, Disagree, Agree, Strongly Agree	0.90	1.22
mth57q05			How much do you agree with the following statements about your math class? Sometimes I get so interested in my work I don't want to stop. Strongly Disagree, Disagree, Agree, Strongly Agree	0.84	0.96
eng42q04	R	94	How much do you agree with the following statements about your English class? I am usually bored with what we study in this class. Strongly Disagree, Disagree, Agree, Strongly Agree	0.76	1.04
eng42q02		94	How much do you agree with the following statements about your English class? I usually look forward to class. Strongly Disagree, Disagree, Agree, Strongly Agree	0.76	0.67
mth57q04	R	94	How much do you agree with the following statements about your math class? I am often bored with what we study in this class. Strongly Disagree, Disagree, Agree, Strongly Agree	0.72	0.94
eng42q01		94	How much do you agree with the following statements about your English class? The topics we are studying are interesting and challenging. Strongly Disagree, Disagree, Agree, Strongly Agree	0.54	0.73
mth57q02		94	How much do you agree with the following statements about your math class? I usually look forward to class. Strongly Disagree, Disagree, Agree, Strongly Agree	0.48	0.69
mth57q01		94	How much do you agree with the following statements about your math class? The topics we are studying are interesting and challenging. Strongly Disagree, Disagree, Agree, Strongly Agree	0.08	0.85
eng42q03		94	How much do you agree with the following statements about your English class? I work hard to do my best in this class. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.37	0.94
mth57q03		94	How much do you agree with the following statements about your math class? I work hard to do my best in this class. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.67	0.99

ENGG Academic Engagement, continued

Category Descriptions

	In this school, students:
None	Disagree or strongly disagree that they try hard to do their best and find their math/english topics interesting; they strongly disagree that they are not often bored in class, that they are so interested in the work they don't want to stop, and they do not often count the minutes until class ends.
Limited	Agree that they try hard to do their best; some agree and others disagree that their math/english topics are interesting; however, they disagree that they are not often bored in class, that they are so interested in the work they don't want to stop, or that they do not often count the minutes until class ends.
Moderate	Agree or strongly agree that they work hard to do their best; they agree with the other items.
High	Strongly agree with all items on this scale.

HUMR Human and Social Resources in the Community

Separation: 1.74
Reliability: 0.75

Human and Social Resources in the Community assesses whether students trust and rely on neighbors and community members and whether they know and care about them and each other. Students were asked (for example) if adults make sure that children in the neighborhood are safe, if they know who the local children are, and if people in the neighborhood can be trusted. In schools with a high score, many students have community resources that support them.

Item	*Item Text*	*Difficulty*	*Fit*
com20q01	How much do you agree with the following statements about the community in which you live? If there is a problem in the neighborhood, neighbors get together to deal with it. Strongly Disagree, Disagree, Agree, Strongly Agree	0.64	1.18
com20q07	How much do you agree with the following statements about the community in which you live? People in this neighborhood can be trusted. Strongly Disagree, Disagree, Agree, Strongly Agree	0.52	0.83
com20q05	How much do you agree with the following statements about the community in which you live? You can count on adults in this neighborhood to see that children are safe and do not get into trouble. Strongly Disagree, Disagree, Agree, Strongly Agree	0.26	0.91
com20q08	How much do you agree with the following statements about the community in which you live? The equipment and buildings in the neighborhood park or playground are well kept. Strongly Disagree, Disagree, Agree, Strongly Agree	0.03	1.10
com20q03	How much do you agree with the following statements about the community in which you live? There are adults in this neighborhood that children can look up to. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.20	1.04
com20q04	How much do you agree with the following statements about the community in which you live? Adults in this neighborhood know who the local children are. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.26	1.07
com20q06	How much do you agree with the following statements about the community in which you live? During the day, it is safe for children to play in the local park or playgrounds. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.30	1.11
com20q02	How much do you agree with the following statements about the community in which you live? No one in this neighborhood cares much about what happens here. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.68	1.37

HUMR Human and Social Resources in the Community, continued

Category Descriptions

	In this school, students:
None	Disagree or strongly disagree that people in the neighborhood care about what happens there; they strongly disagree with the remaining items on the scale.
Scarce	Agree and others disagree that people in the neighborhood care about what happens there; they disagree that the parks are safe for kids to play during the day and that there are adults in the neighborhood who know the local kids and whom the kids can look up to; they disagree or strongly disagree that adults make sure neighborhood kids are safe, that people in the neighborhood can be trusted, and that neighbors deal with any problems in the neighborhood.
Some	Agree and strongly agree that people in the neighborhood care about what happens there; they disagree that the parks are safe for kids to play during the day and that there are adults in the neighborhood who know the local kids and whom the kids can look up to; some agree and others disagree that adults make sure neighborhood kids are safe, that people in the neighborhood can be trusted, and that neighbors deal with any problems in the neighborhood.
Many	Strongly agree that people in the neighborhood care about what happens there; that the parks are safe for kids to play during the day and that there are adults in the neighborhood who know the local kids and whom the kids can look up to; they agree or strongly agree that adults make sure neighborhood kids are safe, that people in the neighborhood can be trusted, and that neighbors deal with any problems in the neighborhood.

LIKE Liking School

Separation: 1.58
Reliability: 0.72

Liking school assesses how students feel about their own school and their commitment to going there. A *high score indicates* that students have strong loyalty and emotional ties to their school.

Item		***Item Text***	***Difficulty***	***Fit***
sch04q05		How much do you agree with the following statements? I'm glad to get back to school after summer vacation Strongly Disagree, Disagree, Agree, Strongly Agree	0.98	1.25
sch04q04	R	How much do you agree with the following statements? I'm bored in school. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.05	0.92
sch04q01		How much do you agree with the following statements? I usually look forward to school. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.36	0.89
sch04q02	R	How much do you agree with the following statements? I wish I didn't have to go to school. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.55	1.00
sch04q03	R	How much do you agree with the following statements? I wish I could go to a different school. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.89	1.63

Category Descriptions

	Students in this school:
None	Strongly disagree with all items on this scale.
Limited	Disagree that they do not want to go to a different school, that they do not object to going to school, that they usually look forward to school, and that they are not bored in school; and they disagree or strongly disagree that they are glad to return to school from summer vacation.
Moderate	Agree that they do not want to go to a different school, that they do not object to going to school, that they usually look forward to school, and that they are not bored in school; and some agree and others disagree that they are glad to return to school from summer vacation.
Strong	Strongly agree that they do not want to go to a different school, that they do not object to going to school, that they usually look forward to school, and that they are not bored in school, and they agree or strongly agree that they are glad to return to school from summer vacation.

PARS Parent Support for Student Learning

Separation: 2.14
Reliability: 0.82

Parent Support for Student Learning gauges student views of their parents' support for their schoolwork. Students were asked about how often their parents (or other adults) encourage them to work hard, do their homework, and take responsibility. A high score means strong parental support.

Item		Item Text	Difficulty	Fit
par18q01	94	During this school year, how often have you discussed the following with your parents or other adults living with you? Selecting courses or programs at school Never, 1-2 Times, 3-5 times, More than 5 times	0.87	1.15
par18q02	94	During this school year, how often have you discussed the following with your parents or other adults living with you? School activities or events of interest to you Never, 1-2 Times, 3-5 times, More than 5 times	0.49	1.04
par19q01	94	How often does a parent or other adult living with you: Help you with your homework? Never, Once in a while, Most of the time, All the time	0.36	0.95
par18q03	94	During this school year, how often have you discussed the following with your parents or other adults living with you? Things you've studied in class Never, 1-2 Times, 3-5 times, More than 5 times	0.25	0.98
par19q02	94	How often does a parent or other adult living with you: Check to see if you have done your homework? Never, Once in a while, Most of the time, All the time	0.23	1.16
par18q05	94	During this school year, how often have you discussed the following with your parents or other adults living with you? Going to college Never, 1-2 Times, 3-5 times, More than 5 times	0.05	1.35
par18q04		During this school year, how often have you discussed the following with your parents or other adults living with you? Homework Never, 1-2 Times, 3-5 times, More than 5 times	0.03	1.08
par19q03	94	How often does a parent or other adult living with you: Praise you for doing well in school? Never, Once in a while, Most of the time, All the time	-0.15	1.13
par18q06	94	During this school year, how often have you discussed the following with your parents or other adults living with you? Your grades Never, 1-2 Times, 3-5 times, More than 5 times	-0.40	1.04
par19q04	94	How often does a parent or other adult living with you: Encourage you to take responsibility for the things you have done? Never, Once in a while, Most of the time, All the time	-0.56	0.95
par19q05	94	How often does a parent or other adult living with you: Encourage you to work hard at school? Never, Once in a while, Most of the time, All the time	-0.87	0.89

PARS Parent Support for Student Learning, continued

Category Descriptions

	Students reported:
Minimal	Their parents encourage them to work hard and take responsibility for things they have done less than once in a while; they discussed grades with their parents fewer then 1 to 2 times last year, their parents never praise their school work, check to see if homework is done or help with it, or discuss going to college, things they had studied, school activities, or selecting courses.
Moderate	Their parents encourage them to work hard once in a while to most of the time; they check to see if it is done or help with it once in a while; students discussed grades with their parents 1 to 5 times last year; they discussed going to college, things they had studied, and school activities with their parents 1 or 2 times last year, and they discussed selecting courses fewer than 1 to 2 times last year.
Strong	Their parents encourage them to work hard all the time; they praise them for doing well in school most or all of the time; they check to see if their homework is done or help with it most of the time; they discussed grades, going to college, things they had studied, and school activities with their parents 3 to 5 times last year; and they discussed selecting courses fewer than 1 to 5 times last year.
Very Strong	Their parents encourage them to work hard and take responsibility for things they have done, praise them for doing well in school, check to see if their homework is done, and help with their homework all of the time; they discussed grades, homework, going to college, things they had studied, and school activities with their parents more than 5 times last year; and they discussed selecting courses more than 3 times last year.

PEER Classroom Behavior

Separation: 1.26
Reliability: 0.61

Classroom Behavior asks if students' classmates treat each other with respect, work together well, and help each other learn, and if other students disrupt class, like to put others down, and don't care about each other. In high scoring schools, positive behaviors are prevalent, and the problematic, negative behaviors are less prevalent.

Item		Item Text	Difficulty	Fit
mth50q09	R 94	How much do you agree with the following statements about your math class? Other students often disrupt class. Strongly Disagree, Disagree, Agree, Strongly Agree	0.73	0.98
eng34q08	R 94	How much do you agree with the following statements about your English class? Other students often disrupt class. Strongly Disagree, Disagree, Agree, Strongly Agree	0.69	1.00
eng34q29	R	How much do you agree with the following statements about your English class? Most students in this class: Like to put others down. Strongly Disagree, Disagree, Agree, Strongly Agree	0.30	0.61
mth50q29	R	How much do you agree with the following statements about your math class? Most students in this class: Like to put others down. Strongly Disagree, Disagree, Agree, Strongly Agree	0.27	0.58
eng34q32	R	How much do you agree with the following statements about your English class? Most students in this class: Just look out for themselves. Strongly Disagree, Disagree, Agree, Strongly Agree	0.13	0.66
eng34q34		How much do you agree with the following statements about your English class? Most students in this class: Treat each other with respect. Strongly Disagree, Disagree, Agree, Strongly Agree	0.08	0.62
mth50q32	R	How much do you agree with the following statements about your math class? Most students in this class: Just look out for themselves. Strongly Disagree, Disagree, Agree, Strongly Agree	0.07	0.63
mth50q34		How much do you agree with the following statements about your math class? Most students in this class: Treat each other with respect. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.05	0.67
eng34q28	R	How much do you agree with the following statements about your English class? Most students in this class: Don't really care about each other. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.08	0.62
eng34q35		How much do you agree with the following statements about your English class? Most students in this class: Work together to solve problems. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.11	0.72
mth50q31	R	How much do you agree with the following statements about your math class? Most students in this class: Don't get along together very well. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.13	0.62

PEER Classroom Behavior, continued

mth50q28	R	How much do you agree with the following statements about your math class? Most students in this class: Don't really care about each other. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.14	0.58
eng34q30		How much do you agree with the following statements about your English class? Most students in this class: Help each other learn. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.16	0.72
eng34q31	R	How much do you agree with the following statements about your English class? Most students in this class: Don't get along together very well. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.17	0.67
mth50q30		How much do you agree with the following statements about your math class? Most students in this class: Help each other learn. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.38	0.77

Category Descriptions

	In this school, students:
Very negative	Strongly disagree with all items on this scale.
Negative	Disagree with all items on this scale, except some strongly disagree that students do not disrupt class.
Moderately positive	Agree or strongly agree that students work together to solve problems, help each other learn, get along well, care about each other, and treat each other with respect; they agree that students do not look out just for themselves and do not like to put others down; some agree and some disagree that students do not disrupt class.
Very positive	Strongly agree with all items on this scale.

PERC Classroom Personalism

Separation: 1.60
Reliability: 0.72

Classroom Personalism gauges whether students perceive that their classroom teachers give them individual attention and show personal concern for them. Students were asked if their teachers know and care about them, notice if they are having trouble in class, and are willing to help with academic and personal problems. A high score here means students experience strong personal support from school staff. Academic achievement is more likely in classrooms that combine personalism with a strong press toward academic work.

Item		Item Text	Difficulty	Fit
eng34q26		How much do you agree with the following statements about your English class? My teacher: Relates this subject to my personal interests Strongly Disagree, Disagree, Agree, Strongly Agree	0.87	1.20
mth50q21	94	How much do you agree with the following statements about your math class? My teacher: Really listens to what I have to say Strongly Disagree, Disagree, Agree, Strongly Agree	0.44	0.93
mth50q25	94	How much do you agree with the following statements about your math class? My teacher: Helps me catch up if I am behind Strongly Disagree, Disagree, Agree, Strongly Agree	0.23	0.84
mth50q26		How much do you agree with the following statements about your math class? My teacher: Notices if I have trouble learning something Strongly Disagree, Disagree, Agree, Strongly Agree	0.21	0.86
eng34q21	94	How much do you agree with the following statements about your English class? My teacher: Really listens to what I have to say Strongly Disagree, Disagree, Agree, Strongly Agree	0.04	0.93
eng34q25	94	How much do you agree with the following statements about your English class? My teacher: Helps me catch up if I am behind Strongly Disagree, Disagree, Agree, Strongly Agree	-0.09	0.86
eng34q27	94	How much do you agree with the following statements about your English class? My teacher: Notices if I have trouble learning something Strongly Disagree, Disagree, Agree, Strongly Agree	-0.26	0.91
mth50q23		How much do you agree with the following statements about your math class? My teacher: Is willing to give extra help on schoolwork if I need it Strongly Disagree, Disagree, Agree, Strongly Agree	-0.27	0.88
eng34q23		How much do you agree with the following statements about your English class? My teacher: Is willing to give extra help on schoolwork if I need it Strongly Disagree, Disagree, Agree, Strongly Agree	-0.44	0.89
mth50q22		How much do you agree with the following statements about your math class? My teacher: Believes I can do well in school Strongly Disagree, Disagree, Agree, Strongly Agree	-0.89	0.89
eng34q22		How much do you agree with the following statements about your English class? My teacher: Believes I can do well in school Strongly Disagree, Disagree, Agree, Strongly Agree	-1.22	0.94

PERC Classroom Personalism, continued

Category Descriptions

	In this school:
None	Students disagree or strongly disagree that their teacher believes they can do well in school, is willing to give extra help, notices if they are having trouble learning something, helps them catch up if they are behind, and really listens to what they have to say; they strongly disagree that their teacher relates the subject matter to their personal interests.
Minimal	Some agree and others disagree that their teacher believes they can do well in school; all disagree that their teacher is willing to give extra help, notices if they are having trouble learning something, helps them catch up if they are behind, and really listens to what they have to say; they disagree or strongly disagree that their teacher relates the subject matter to their personal interests.
Considerable	Students agree or strongly agree that their teacher believes they can do well in school; they agree that their teacher is willing to give extra help, notices if they are having trouble learning something, helps them catch up if they are behind, and really listens to what they have to say; some agree and others disagree that their teacher relates the subject matter to their personal interests.
Strong	Students strongly agree that their teacher believes they can do well in school; they agree that their teacher is willing to give extra help, notices if they are having trouble learning something, helps them catch up if they are behind, and really listens to what they have to say; they agree, or strongly agree that their teacher relates the subject matter to their personal interests.

PSUP Parent Supervision

Separation: 0.78
Reliability: 0.38

Parent Supervision assesses the extent to which parents make sure students arrive at school on time, know where their child is after school, can be reached any time their child needs them, and waits for their child at home. A high score means that parents are very accessible and maintain a close supervision of their children's activities.

Item	Item Text	Difficulty	Fit
par19q09	How often does a parent or other adult living with you: Wait for you at home after school? Never, Once in a while, Most of the time, All the time	0.87	0.93
par19q06	How often does a parent or other adult living with you: Make sure you get to school on time? Never, Once in a while, Most of the time, All the time	-0.18	0.88
par19q08	How often does a parent or other adult living with you: Is somewhere that you can get in touch with any time you need to. Never, Once in a while, Most of the time, All the time	-0.19	0.90
par19q07	How often does a parent or other adult living with you: Know where I am after school? Never, Once in a while, Most of the time, All the time	-0.50	0.86

Category Descriptions

	In this school, students reported that their parents:
None	Never engage in any activities included in this scale.
Minimal	Know where they are, are somewhere they can get in touch any time they need to and insure they are at school on time once in while; their parents never wait at home for them after school.
Close	Know where they are, are somewhere they can get in touch any time they need to and insure they are at school on time most of the time; their parents wait at home for them after school once in a while.
Very close	Know where they are, are somewhere they can get in touch any time they need to and insure they are at school on time all of the time; their parents wait at home for them after school most or all of the time.

SAFE Safety

Separation: 1.27
Reliability: 0.62

Safety reflects the students' sense of personal safety inside and outside the school and traveling to and from school. A high score means they feel very safe in all these areas.

Item	*Item Text*	*Difficulty*	*Fit*
saf13q01	94 How safe do you feel: Outside around the school? Not Safe, Somewhat safe, Mostly safe, Very safe	0.86	0.80
saf13q02	94 How safe do you feel: Traveling between home and school? Not Safe, Somewhat safe, Mostly safe, Very safe	0.37	1.06
saf13q03	94 How safe do you feel: In the hallways and bathrooms of the school? Not Safe, Somewhat safe, Mostly safe, Very safe	-0.22	0.93
saf13q04	94 How safe do you feel: In your classes? Not Safe, Somewhat safe, Mostly safe, Very safe	-1.06	1.06

Category Descriptions

	In this school, students reported that they feel:
Not safe	Somewhat or not safe in their classes and in the hallways and bathrooms; they do not feel safe traveling between home and school and outside around the school.
Somewhat safe	Somewhat or mostly safe in their classes, in the hallways and bathrooms, traveling between home and school; they feel somewhat safe outside around the school.
Mostly safe	Very safe in their classes; they feel mostly safe or very safe in the hallways and bathrooms, traveling between home and school, and outside around the school.
Very Safe	Very safe in all these areas.

SELF Self-Efficacy

Separation: 1.19
Reliability: 0.58

Self-Efficacy examines students' confidence in their academic ability. Students were asked if they believed they could master skills, do even the hardest work if they try, and do a good job with sufficient time. A high score means students feel they can achieve high standards. When a strong sense of efficacy is accompanied by sustained student effort, better academic achievement is likely.

Item		Item Text	Difficulty	Fit
mth50q04	R	How much do you agree with the following statements about your math class? No matter how hard I try, there is some class work I'll never understand. Strongly Disagree, Disagree, Agree, Strongly Agree	1.32	1.29
eng34q04	R	How much do you agree with the following statements about your English class? No matter how hard I try, there is some class work I'll never understand. Strongly Disagree, Disagree, Agree, Strongly Agree	1.01	1.36
mth50q01		How much do you agree with the following statements about your math class? I am certain I can master the skills taught in this class. Strongly Disagree, Disagree, Agree, Strongly Agree	0.51	0.75
eng34q01		How much do you agree with the following statements about your English class? I am certain I can master the skills taught in this class. Strongly Disagree, Disagree, Agree, Strongly Agree	0.19	0.71
mth50q02		How much do you agree with the following statements about your math class? I can do even the hardest work in this class if I try. Strongly Disagree, Disagree, Agree, Strongly Agree	0.15	0.69
mth50q07		How much do you agree with the following statements about your math class? I can do better work than I'm doing now. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.03	1.00
mth50q03		How much do you agree with the following statements about your math class? If I have enough time, I can do a good job on all my class work. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.18	0.81
eng34q02		How much do you agree with the following statements about your English class? I can do even the hardest work in this class if I try. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.20	0.66
eng34q03		How much do you agree with the following statements about your English class? If I have enough time, I can do a good job on all my class work. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.37	0.78
eng34q07		How much do you agree with the following statements about your English class? I can do better work than I'm doing now. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.45	0.98
eng34q06		How much do you agree with the following statements about your English class? I care if I get a bad grade in this class. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.96	1.39
mth50q06		How much do you agree with the following statements about your math class? I care if I get a bad grade in this class. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.98	1.59

SELF Self-Efficacy, continued

Category Descriptions

	In this school, students:
Low	Disagree or strongly disagree that they care if they get bad grades, can do better than they are doing now, and can do a good job if they have enough time; they strongly disagree that they can do the hardest work if they try, can master skills taught in class, and understand all class work if they try hard.
Minimal	Some students agree and some disagree that they care if they get bad grades, and can do better than they are doing now; they strongly disagree that they can do a good job if they have enough time, can do the hardest work if they try, and can do better than they are doing now; they disagree or strongly disagree that they can master skills taught in class, and understand all class work if they try hard.
High	Agree or strongly agree that they care if they get bad grades, can do better than they are doing now, and can do a good job if they have enough time; they agree that they can do the hardest work if they try and can master skills taught in class; some agree and others disagree that they can understand all class work if they try hard.
Very high	Strongly agree that they care if they get bad grades, can do better than they are doing now, and can do a good job if they have enough time, can do the hardest work if they try, and can master skills taught in class; they agree or strongly agree that they can understand all class work if they try hard.

SHDM Student Influence in the Classroom

Separation: 0.82
Reliability: 0.40

Student Influence in the Classroom focuses on whether students have an opportunity to work with teachers to decide classroom rules and class work and how often they can choose their own reading, writing topics, and math problems to work on. A high score indicates an environment where students exercise some choice about their work and feel more responsibility for setting the rules they follow. Such climates tend to encourage stronger student efforts.

Item	*Item Text*	*Difficulty*	*Fit*
mth53q03	How often do the following things happen in your math class? You choose your own problems to work on for this class. Never, Once in a while, Most of the time, All of the time	0.68	1.02
eng37q02	How often do the following things happen in your English class? The teacher and students decide together what the rules will be. Never, Once in a while, Most of the time, All of the time	0.16	1.20
mth53q01	How often do the following things happen in your math class? Students have a say in deciding what work we do. Never, Once in a while, Most of the time, All of the time	-0.05	0.80
eng37q01	How often do the following things happen in your English class? Students have a say in deciding what work we do. Never, Once in a while, Most of the time, All of the time	-0.05	0.88
mth53q02	How often do the following things happen in your math class? The teacher and students decide together what the rules will be. Never, Once in a while, Most of the time, All of the time	-0.08	0.93
eng37q04	How often do the following things happen in your English class? You choose your own reading materials for this class. Never, Once in a while, Most of the time, All of the time	-0.29	1.08
eng37q03	How often do the following things happen in your English class? You can choose your own writing topics for this class. Never, Once in a while, Most of the time, All of the time	-0.59	0.84

Category Descriptions

	In this school, students reported that:
Minimal	They choose their own writing topics or class reading never or once in a while; they never have a say in deciding what work they will do, plan with teachers what work they will do and what the rules will be, change an unfair rule, or choose their own math problems.
Limited	They choose their own writing topics once in a while or most of the time; they chose their own class reading, have a say in deciding what work they will do, plan with teachers what work they will do and what the rules will be, change an unfair rule once in a while; they can never or once in a while choose their own math problems.
Moderate	They choose their own writing topics most or all of the time; they chose their own class reading, have a say in deciding what work they will do, plan with teachers what work they will do and what the rules will be, and change an unfair rule most of the time; they can choose their own math problems once in a while or most of the time.
Extensive	They choose their own writing topics and class reading, have a say in deciding what work they will do, plan with teachers what work they will do and what the rules will be, can change an unfair rule, and can choose their own math problems most or all of the time.

TRTS Student-Teacher Trust

Separation: 1.90
Reliability: 0.78

Student-Teacher trust focuses on the quality of relationships between students and teachers. Students were asked whether they believe teachers can be trusted, care about them, keep their promises, and listen to students' ideas, and if they feel safe and comfortable with their teachers. In high-scoring schools, there is a high level of care and communication between students and teachers.

Item		*Item Text*	*Difficulty*	*Fit*
tch01q02		How much do you agree with the following statements? My teachers always keep their promises. Strongly Disagree, Disagree, Agree, Strongly Agree	0.78	0.83
tch01q05	R	How much do you agree with the following statements? My teachers punish kids without even knowing what really happened. Strongly Disagree, Disagree, Agree, Strongly Agree	0.67	1.35
tch01q06		How much do you agree with the following statements? I feel safe and comfortable with my teachers in this school. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.11	1.02
tch01q09		How much do you agree with the following statements? My teachers will always listen to students' ideas. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.12	0.97
tch01q04		How much do you agree with the following statements? My teachers always try to be fair. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.12	0.93
tch01q07	R	How much do you agree with the following statements? My teachers get mad whenever I make a mistake. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.16	1.34
tch01q01		How much do you agree with the following statements? My teachers really care about me. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.23	0.80
tch01q03		How much do you agree with the following statements? My teachers don't care what I think. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.38	1.33
tch01q08		How much do you agree with the following statements? When my teachers tell me not to do something, I know they have a good reason. Strongly Disagree, Disagree, Agree, Strongly Agree	-0.44	0.99

TRTS Student-Teacher Trust, continued

Category Descriptions

	In this school:
No trust	Students disagree that their teacher has a good reason for telling them not to do something, cares about them and what they think, does not get mad when they make mistakes, will always listen to students' ideas, always tries to be fair, makes them feel safe and comfortable, and can be trusted; they disagree or strongly disagree that their teacher does not punish students without knowing what happened or keeps his or her promises.
Minimal trust	Students agree and others disagree that their teacher has a good reason for telling them not to do something and cares about what they think; they disagree that their teacher really cares about them, does not get mad when they make mistakes, will always listen to students' ideas, always tries to be fair, makes them feel safe and comfortable, can be trusted, does not punish students without knowing what happened, or keeps his or her promises.
Strong trust	Students agree that their teacher has a good reason for telling them not to do something, cares about them and what they think, does not get mad when they make mistakes, will always listen to students' ideas, always tries to be fair, makes them feel safe and comfortable, and can be trusted; some agree and others disagree that their teacher does not punish students without knowing what happened and keeps his or her promises.
Very strong trust	Students strongly agree that their teacher has a good reason for telling them not to do something, cares about them and what they think, does not get mad when they make mistakes, will always listen to students' ideas, always tries to be fair, makes them feel safe and comfortable, and can be trusted; they agree or strongly agree that their teacher does not punish students without knowing what happened and keeps his or her promises.

Student Measure Cut Points

Measure Name	Minimum	Maximum	Cutpoint 1	Cutpoint 2	Cutpoint 3
ACAD	-2.75	4.75	-0.9	0.5	2.8
ACNO	-3.9	4.5	-0.8	0.7	2.7
COMP	-1.75	4.6	-2.7	-0.4	2.6
CONS	-1.75	4.2	-2.3	-0.4	2.1
DISO	-5.25	4.75	-3.4	-0.6	2.07
ENGG	-3.25	5.25	-1.2	0.7	2.8
HUMR	-3.4	3.4	-2.1	-0.3	2.1
LIKE	-3.2	3.8	-2.2	-0.3	2
PARS	-3.25	3.75	-1.4	0.3	1.8
PEER	-4.25	3.75	-2	0	2
PERC	-2.5	5	-1.9	-0.3	1.8
PSUP	-2.25	2.4	-2	0	2
SAFE	-3.75	4.25	-1.7	0.9	2.9
SELF	-2.25	4.75	-3	0	2.4
SHDM	-4.25	3	-1.6	0.2	1.8
TRTS	-2.2	4.5	-1.3	-0.3	2.1

Student Background Survey Items

Item	Item text
sbk21q01	Were you born in the United States? Yes, No
sbk22q01	If you were not born in the United States, how old were you when you moved here? 0-5 years, 6-8 years, 9-12 years, More than 12 years
sbk23q01	Were your parents born in the United States? Yes, No
sbk24q01	Do you speak any languages other than English? Yes, No
sbk25q01	Is English the main language you speak at home? Yes, No
sbk26q01	Is English the main language your parents speak at home? Yes, No
sbk27q01	Which of the following adults live in your home? Mother Checked, not checked
sbk27q02	Which of the following adults live in your home? Father Checked, not checked
sbk27q03	Which of the following adults live in your home? Grandmother Checked, not checked
sbk27q04	Which of the following adults live in your home? Grandfather Checked, not checked
sbk27q05	Which of the following adults live in your home? Stepmother Checked, not checked
sbk27q06	Which of the following adults live in your home? Stepfather Checked, not checked
sbk27q07	Which of the following adults live in your home? Other relatives Checked, not checked

Item	Item text
sbk27q08	Which of the following adults live in your home? Other male adult (not related to you) Checked, not checked
sbk27q09	Which of the following adults live in your home? Other female adult (not related to you) Checked, not checked
sbk28q01	What is the highest level of schooling your mother or other adult female living in your house has completed? Checked, not checked
sbk28q02	What is the highest level of schooling your mother or other adult female living in your house has completed? Completed high school Checked, not checked
sbk28q03	What is the highest level of schooling your mother or other adult female living in your house has completed? Vocational or trade school Checked, not checked
sbk28q04	What is the highest level of schooling your mother or other adult female living in your house has completed? Some college Checked, not checked
sbk28q05	What is the highest level of schooling your mother or other adult female living in your house has completed? Completed college Checked, not checked
sbk28q06	What is the highest level of schooling your mother or other adult female living in your house has completed? Completed advanced degree after college Checked, not checked
sbk28q07	What is the highest level of schooling your mother or other adult female living in your house has completed? Don't know Checked, not checked
sbk29q01	Which of the following does your family have in your home? A quiet place for you to do your homework Checked, not checked
sbk29q02	Which of the following does your family have in your home? A daily newspaper Checked, not checked
sbk29q03	Which of the following does your family have in your home? Regularly received magazine Checked, not checked
sbk29q04	Which of the following does your family have in your home? An encyclopedia Checked, not checked
sbk29q05	Which of the following does your family have in your home? An atlas Checked, not checked

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Item	Item text
sbk29q06	Which of the following does your family have in your home? A dictionary Checked, not checked
sbk29q07	Which of the following does your family have in your home? A computer Checked, not checked
sbk29q08	Which of the following does your family have in your home? More than 50 books Checked, not checked
sbk29q09	Which of the following does your family have in your home? A pocket calculator Checked, not checked
sbk29q10	Which of the following does your family have in your home? A room of your own Checked, not checked
sbk30q01	In the past year, about how often have you attended religious services? More than once a week, About once a week, 2-3 times a month, Once a month, Several times a year, Not at all
sbk31q01	Do you think of yourself as a religious person? Yes, very; Yes, somewhat; No, not at all

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Categorical Variables Included in the Public Data Set

A number of variables were created for the reports that require some additional explanation. These variables, explained here, appear in the school-level file.

School Size Category *SIZE98.* This variable categorizes schools according to the size of their student population, using 1998 enrollment rates. Different standards apply for elementary and high schools:

Size Category	Elementary School Enrollment
Small	Fewer than 349 students
Medium	350-699 students
Large	More than 700 students

Size Category	High School Enrollment
Small	Fewer than 1199 students
Medium	1200-1799 students
Large	More than 1800 students

Student Racial Composition, 1998 *STRACE98.* This variable came from the Chicago Public Schools and uses the definitions developed by the CPS to provide desegregation information to the courts.

Value	Full Name	Racial Breakdown
pb	Primarily African-American	More than 85% African-American
ph	Primarily Hispanic	More than 85% Hispanic
pm	Primarily Minority	More than 85% minority
rm	Racially mixed	15-30% white
int	Integrated	More than 30% white

Census Data

To obtain estimates of the education, employment, poverty levels, and stability of Chicago neighborhoods, we used census variables (calculated using 1990 U.S. census data and 1998 school location and student residence data). The census variables in this data set reflect the neighborhood around the school.

socstat	Social status without income, area around school
ssoc598	Social status without income, mean of neighborhood (census block groups) of students' residences
rentten	Renters' tenancy, school block
rent598	Renters' tenancy, mean of students' blocks
housten	Owners' tenancy, school block
hout598	Owners' tenancy, mean of students' blocks
meaned	Mean education level, school block
medfinc	Median family income, school block
phmowner	Percent homeowners
povnojob	Poverty concentration, school block

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